

# EDUCATION 205, Pluralism for Educators, Spring 2016

Section 5, 12-13:50, Thursday CAC 333

Instructor: Babak Vaezzadeh

Office: CPS, room 441 (Wednesdays 12-1, by appointment)

Email: [bvaezzad@uwsp.edu](mailto:bvaezzad@uwsp.edu)

Text: - *Human Diversity in Education: An Intercultural Approach*. Cushner, McClelland and Safford. McGraw Hill. 2011

Read your syllabus  
carefully!

## Epigraphs

*When someone with the authority of [an educator] say, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing.* Adrienne Rich

## Course Description

Analyze and evaluate education in the US, the policy of equal educational opportunities, and the impact of socioeconomics, gender, religion, race and language differences on teaching and learning. This component involves lectures, discussions and presentations for pre-service professional education students, on topics mandated for all initial certification programs in Wisconsin (Wisc. Admin. Rule PI 34.15). This course attempts to describe and model approaches to educating students from diverse racial, cultural, and linguistic backgrounds. Key terms will be defined, important concepts from current educational research will be described, and activities exemplifying those terms and concepts will be conducted.

## General Objectives

*Education 205, meets the GEP requirement for experiential learning.*

Students will be able to differentiate between culture, ethnicity, race, and religion.

Students will be able to explore and examine the origin of their own stereotypes and biases.

Students will be able to distinguish between ability and achievement and the impact of ability testing.

Students will observe and reflect on course content in an actual classroom setting.

Students will develop an understanding of Act 31 and its implications for Wisconsin schools.

Students will be able to understand the terms and the definitions related to basic concepts in multiculturalism.

Students will be able to identify the benefits of multicultural education and cross-cultural sensitivity.

Students will develop skills to challenge their own assumptions about cultural stereotypes.

Students will develop an understanding of gender equity and the impact of sexism in education.

Students will demonstrate an understanding of the history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.

Students will develop understanding of different approaches to educating students from diverse background.

Students will develop skills in using technology in preparing and presenting a research project.

### **The 3 point Rule**

If you have a question: 

1. Read the syllabus
2. Ask a fellow student
3. Then email me

**February 2<sup>nd</sup>, DUC 374, 10:00 am to 2:00 pm**

**February 3<sup>rd</sup>, DUC 378, 10:00 am to 2:00 pm**

## Attendance and Policies

During this interactive course, we will be openly exploring and discussing sensitive issues regarding diversity and cultural norms. It is imperative that both students and the instructor follow the common courtesy of classroom environment.

- Keep questions and comments relevant to the topics.
- It is Ok to disagree with me or anybody else's point of view in class, as long as you express your disagreement in a respectful manner.
- All assignment should be completed on time and submitted on the due dates.
- Common rules of etiquette in classroom assume that males will take off hats, including baseball caps.
- You are expected to attend every class and be an active participant during class and group discussions.

***\*Attendance refers not only to physical presence, but also active mental engagement. Unexcused absences will result in final grade reduction.***

## Cell Phone Policy:

The use of cell phones in this learning environment is disruptive to me and other students, and therefore prohibited. Cell phones should be silenced and put away upon your arrival. **An infraction of this policy results in final grade reduction.**

Assignment	Possible points	Points earned	Due Date
Attendance	10		
Practicum Reflection Paper (D2L)	10		
Signed Teacher Verification (must be handed)	5		
Assignment #1 (Cultural Exploration) (D2L)	30		
Final Assignment (Course Reflection)(D2L)	30		
Vocabulary Test (in class)	15		

## Grading

### Scale

100-96 = A	77-79 = C+
90-95 = A-	74-76 = C
87-89 = B+	70-73 = C-
84-86 = B	below 69 = D
80-83 = B-	

## Assignments/Exam

### 1. **\*Personal Cultural Exploration: (D2L)**

This project is your Education 205 **Performance Task**.

You must complete this project by 03-03-16 and post it to D2L Dropbox folder, *Personal Cultural Exploration*. Details will be discussed in class.

### 2. **\*Final Practicum Reflection paper and Teacher Verification form:** Due by 04-28-16 in **D2L drop box**.

### 3. **\*Final assignment:** Course Reflection: **(D2L)**

Due by 05-05-2016 in D2L Dropbox folder, *Final Assignment, Course Reflection*. Further requirements and instructions will be discussed during the course of the semester.

### 4. **Vocabulary Test** (in class),

***\*These projects are your artifacts for this course. Store them in a safe place.***

## Schedule     Spring 2016

01-28-16	Introduction / D2L/ Practicum/ / Academic Code of Conduct
02-04-16	Syllabus / Assignment #1/Portfolio/ UWSP Community Bill of Rights/ Practicum Placement info
02-11-16	On Teaching/ Pluralism/Melting Pot vs. Salad bowl/Bilingual School Video and Discussion,
02-18-16	Gender/Gender Equity/ Sexism/Title IX/LGBT video
02-25-16	Wisconsin Act 31 / <b>Practicum Confirmation form due.</b>
03-03-16	<b>Assignment #1 due</b> /Share selected assignments / A study on Immigration History and Laws
03-10-16	<b>Andy Gokee Presents</b> (Native American Issues).
03-17-16	Ability/Disability/Achievement/Nature vs. Nurture
03-24-16	<b>NO CLASS</b>
03-31-15	Race and Ethnicity /video Blue eye-Brown eye/discussion
04-07-16	Race and Ethnicity/ <b>Stop and Frisk Case Study</b>
04-14-16	ELL/ESL/Name Game/ Issues facing people of different ethnic background in America
04-21-16	<b>Alicia Razvi presents</b> /inside Mecca/ Hmong Americans History/Hmong Journey Documentary
04-28-16	At Risk Children/low Socioeconomic Students/case study and discussions / <b>Practicum verification sheet (hand in hard copy), and Practicum Reflection paper due on D2L</b>
05-05-16	Religion in America/On White Privilege/ Human Rights in Education and case study/ <b>Final assignment due on D2L</b>
05-12-16	<b>Vocabulary Test (final)</b>

**\*\*This is a tentative schedule, as we might extend our discussions on some subjects beyond the set time.**

### **UNIVERSITY POLICIES**

- UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. The Rights and Responsibilities document is intended to help establish a positive living and learning environment at UWSP. Click here for more information: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>
- Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism etc.) is taken very seriously. Don't do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information click here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>
- **Copyright and File Sharing:** Posting instructor-created course material onto course-sharing websites directly violates the instructor's copyright on his/her academic materials. These materials are provided for your convenience as an aid to learning. Permission to post instructor-created material on any such site is unequivocally denied.
- **ADA:** Any student with a disability requiring accommodations in this course is encouraged to contact me after class or during office hours. Additionally, students will also need to contact Disability Services in 609 LRC. The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities.

## Assignment # 1 ( 30 points)

### Explore Your Ethnicity

This assignment is your Performance Task (representative artifact for this course in your SOE portfolio). You should use MS Power Point, MS Publisher or Prezi to complete this assignment.

- ❖ Keep this project in a safe place (hard drive, flash drive, etc)
- ❖ You may want to make changes and edit this artifact in the future.
- ❖ You will eventually include this assignment in your SOE (School of Education) portfolio.

*Your project should include the following information:*

1. Describe your ethnic background (If it is a mix, like Irish-Italian, explore both)
2. When and why “your people” came to this country. For example, did they escape oppression, poverty, religious freedom? Where did they settle? Explore and explain!
3. How were your people received by other “Americans”? Explore and explain their struggles, hardships.
4. Describe some of your ancestors’ traditions, values, and celebrations; include the ones that you and/or your family still follow/practice (may require interviewing family members).
5. Explain any special traditions or stories that are unique to your family.
6. Describe yourself in terms of interests, values, skill, and ambitions. What and who had the most influence on who you are today?

### **Rubric:**

Points	A	B	C	D	E
<b>6</b>	Clear, concise language with correct grammar and spelling	Excellent use of selected technology to share information	Multiple questions of history are briefly, yet clearly addressed	Thorough description of your culture - clear and brief.	Clear and complete description of family and cultural influences on who you are explained.
<b>5</b>	Mostly clear, concise language, correct grammar and spelling	Good use of selected technology to share information	Multiple questions of history are briefly, and mostly clearly addressed	Thorough description of your culture - mostly clear and brief	Mostly clear description of influences on who you are explained
<b>4</b>	At times unclear language and/or several spelling or grammatical errors.	Fair use of technology to share information	Multiple guiding questions of history are verbose or unclearly addressed	Average description of your culture with several issues of clarity and brevity	Average description of family and cultural influences on who you are explained
<b>3</b>	Mostly unclear language and/or multiple spelling or grammatical errors	Poor use of technology to share information	Few guiding question of history are verbose or confusing	Limited amount of description of your culture and/or major issues with clarity or brevity	Some description family and cultural influences on who you are explained
<b>2</b>	Consistently unclear language and/or consistent grammar or spelling errors.	Questionable use of technology to share information	Very few guiding question of history are addressed or are confusing and/or verbose.	Very brief amount of description of your culture and/or severe issues with clarity or brevity	Very brief mention of family and cultural influences present.
<b>0</b>	Complete lack of clarity in language, considerable spelling and grammatical errors	Unsuccessful use of technology to share information	No guiding questions of history are addressed	No description of your culture included.	No mention of family and cultural influences

## Education 205: Final Assignment

### Course Reflection (30 Points)

This is your final assignment that should also be included in your SOE portfolio. Please keep it in a safe place to be uploaded to your SOE portfolio in the future. This assignment should be in MS word format.

In this final assignment you will reflect on the course.

**A.** First, Explain some (at least 3) of your assumptions and biases about any areas covered in this course before taking the course. Please give concrete examples.

**B.** Second, Explain what information has challenged your biases and assumptions (mention at least 3) and give 3 examples of your newly developed beliefs concerning your previous assumptions.

**C.** Finally, based on your new knowledge, beliefs, and discoveries resulted from what you have learned in this course, explain,

1. How do you continue to grow and contribute toward a more pluralistic society? Give at least 2 examples, plans.

2. Give examples of what you will do as a professional in the future to facilitate improvement in the areas of diversity in education? Give at least 3 areas in which you hope to make contribution for change.

- Your paper should be about 3 pages (double space) with complete data (title, name, class, date,).
- You should submit this paper to course Dropbox in D2L titles “Final Assignment, Course Reflection”

Points	A	B	C	Professional	Rules
6	3 or more initial assumptions/biases with clear thoughts	At least 3 items present with 3 example included	2 examples clearly explained with 2 areas covered.	Correct grammar and spelling. correct sentence structure	title, name, class and date/ double spaced
5	3 or more initial assumptions/biases with mostly clear thoughts	All 3 items present with 2 examples included	2 examples clearly explained with one area covered	Clear, concise, correct grammar and spelling/	title, name, class, and date/wrong spacing
4	2 or more assumptions/biases (A) with some clear thoughts	2 content items present with 2 examples explained	One example clearly covered and one area clearly explained	3 or more errors and/or some confusion in writing	double space/missing one data
3	2 or more assumptions/biases (A) with few clear thoughts	2 or content items present with one specific examples explained	Example covered are confusing and unrelated and areas are unclear	5 or more errors and/or moderate confusion in writing	Double space/ missing more than one data
2	1 or more assumption/biases (A) and/or no clear thoughts	1 content items and/or no examples	Only mentions of example and the areas	7 or more errors and/or considerable confusion in writing.	Missing all data/wrong spacing
1	No assumptions/biases	Unrelated content items and examples	Missing related example and the areas	N/A	N/A

## Practicum

A **practicum** MUST be completed to pass this course. Here is what you do:

- 1) **Locate practicum placement.** Attend practicum fair or locate practicum on your own. You need to commit to and complete **AT LEAST 12 hours**. **To obtain a practicum in Stevens Point you MUST attend the Practicum Placement Fair on one of the following dates.** (This takes about 20 minutes of your time. You can attend either day.
  2. **Teacher Letter:**
    - This letter is MUST be given to your practicum teacher on or before your first practicum experience.
    - This letter is handed out in class
  - 3) **Practicum confirmation form: (5 points)**
    - This form must be completed to demonstrate you have set up your practicum in a timely fashion.
    - The form is located on D2L. Complete it and **hand it to me** by
  - 4) **Attend ALL scheduled practicum times.**
    - See attached form of practicum professional expectations.
  - 5) **During your practicum:**
    - a. Provide support to the students as directed by the teacher.
    - b. Observe students in the cafeteria or playground - Who sits together or plays together? Any patterns? Examine the social structure.
    - c. Observe how the teacher interacts with his/her students (Do this while you are supporting the students and teacher). Are students of disability, children of color or low SES treated the same as their middle class white peers? If not, how are they treated differently?
    - d. Look for examples of a democratic, interactive learning community or direct contradictory examples to this desired classroom atmosphere (while you are supporting the students and teacher).
  - 6) **Final Practicum Reflection:** To be handed to me with Verification of Practicum form attached.
    - a. Make sure to thoroughly respond to all posed guiding questions.
    - b. ONE paper is to be written regardless of the number of practicum settings.
    - c. See attached paper description and rubric
    - d. This paper MUST be completed as a Word document and deposited in the D2L dropbox folder: Practicum Reflection.
  - 7) **Verification of Practicum Form** (online in D2L). To be handed to me with Verification of Practicum form attached.
    - Complete this form when you have finished all your practicum hours.
    - This form must be completed (data and brief description of what you did) and **signed** by the host teacher.
    - *Incompletes for lack of time to complete hours will NOT be granted. Incompletes will only be granted for severe and unforeseen circumstances.*
- ❖ **Required to pass the class**

## Education 205 Reflection on Practicum Experiences

---

This paper is for you to connect your practicum experience to the content you experienced in the lecture section. It is also an opportunity for you to practice and demonstrate your professional writing (10 points)

You **MUST** clearly and deeply provide **all** of the following information:

1. Provide a brief introduction to your practicum experience
2. Describe your observation of students in a non- structured time. What do you see? What patterns of socialization did you see? Reflect on this in the spirit of pluralism.
3. Describe the teacher's interactions and support of students. Again reflect on your experiences relating to the concept of pluralism.
4. Describe the classroom climate. Was it democratic? Competitive? Other? How did this work for the students and their varying learning needs?
5. Describe specific connections you observed/experienced related to course content in addition to the above areas. Be clear and specific in your application.
6. How will this experience affect your future teaching?

- ❖ This paper is to be clear, concise and professional.
- ❖ Observe confidentiality (change names of students, teachers, etc)
- ❖ Each concept should be at least a full paragraph or more with specific, concrete examples to support your statements.
- ❖ This paper should be about 2-3 pages in length (double spaced).
- ❖ Include your name and section number on the heading of the paper
- ❖ This paper **MUST** be handed to me in hard copy by due date.
- ❖ **HANDWRITTEN** documents will not be awarded credit.
- ❖ This is a **first-person** paper - do not use second person (you, your...).

### **Practicum Experience Protocol** **UWSP School of Education**

*(Developed In collaboration with Stevens Point Area administrators)*

- 1. Timeliness and Professional Courtesy:** Arrive and leave on time, every time; check in with the main office of the host school upon arriving and leaving. Be reliable. Be sure to notify your host teacher ahead of time if for some reason you will not be able to come at your arranged time, and also when you have completed your hours and will not be returning.
- 2. Cell Phone:** Don't forget - be sure your cell phone is turned *off* and not used while you are in the host school.
- 3. Go to Your Host Classroom:** Roaming the building is not allowed. If you would like a tour of the building, work with your host teacher to arrange this.
- 4. Professional Dress & Appearance Expectations:** long pants include khakis, chinos, etc.(no jeans, shorts, mini-skirts, or baggy pants). For men - collared shirts preferred, for women - low cut tops are not acceptable (no cleavage, midriff, etc. showing). Clothing must *be free of* symbols/words/logos that are suggestive, offensive, obscene, sexually degrading, and racially motivated. Clothing must *be free of* graphics or statements that promote alcohol, tobacco, drug products, and gang affiliations. Soled shoes (preferably close-toed - flip-flops are not acceptable). Hats must be removed when entering and while inside the host school. *Also*, consider tattoos or piercing that may be distracting to students.
- 5. Communications:** Communicating with students that you are working within the host school through social media sites (e.g. Facebook, texting) is unacceptable and unprofessional. This could result in negative consequences that negatively impact you and the UWSP Teacher Education Program.

**6. Be Mindful and Professional in Conversation and Comments:** Communicate with students and teachers in a professional and respectful manner. Also always be mindful of comments you make related to your host school, teachers and students. The nature of our work is confidential and to be considered in a professional manner. Of course, it is appropriate and acceptable to explore and discuss your experiences within the context of your teacher education courses. If, in your work with students, you learn something about the student(s) that is potential concern, please talk with your host teacher about it right away.

## Education 205 Reflection on Practicum Experiences

### Rubric:

Points	B	C	Professional	Rules
4	All six content items are clearly present	Supporting and clear concrete/specific examples present for ALL content items		
3	five content items are clearly present	Supporting and clear concrete/specific examples present for most content items	N/A	N/A
2	four content items are clearly present	Supporting and clear concrete/specific examples present for some content items	Clear, concise, correct grammar and spelling	N/A
1	Three or less content items are clearly present	Some concrete examples are clear, others are confusing	3 or more errors and/or some confusion in writing	Name, section number AND Double spaced
0	No content items present	Some concrete examples are clear, others are absent	7 or more errors and/or considerable confusion in writing.	Missing 2 of above

### ***InTASC Standard #1: Learner Development***

#### Essential Knowledge

1g. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

#### Critical Dispositions

1k. The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

### ***InTASC Standard #2: Learning Differences***

#### Performances

2d. The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

#### Essential Knowledge

2k. The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.



### Critical Dispositions

- 2l. The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential.
- 2m. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- 2n. The teacher makes learners feel valued and helps them learn to value each other.
- 2o. The teacher values diverse languages and dialects and seeks to integrate them into instructional practices to engage students in learning.

**PI 34.15 Conceptual Framework (4c.1):** The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin

**PI 34.15 Conceptual Framework (4c.2):** The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.

**PI 34.15 Conceptual Framework (4c.4):** The psychological and social implications of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.

### ***InTASC Standard #3: Learning Environments***

#### Performances

3f. The teacher communicates verbally and nonverbally in a way that demonstrates respect for and responsiveness to the cultural backgrounds and different perspectives learners bring to the learning environment.

### ***InTASC Standard 4: Content Knowledge***

#### Essential Knowledge

4m. The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

### Critical Dispositions

- 4o. The teacher realizes that content is not a fixed body of facts but is complex, culturally situated, and ever evolving.
- 4q. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

### ***InTASC Standard #5: Application of Content***

#### Performances

5g. The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

### ***InTASC Standard #7: Planning for Instruction***

#### Essential Knowledge

7i. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

### ***InTASC Standard #8: Instructional Strategies***

#### Essential Knowledge

8k. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

### Critical Dispositions

8q. The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

**PI 34.15 Conceptual Framework (4c.5)** Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.

***InTASC Standard #9: Professional Learning and Ethical Practice***

Performance

9e. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

Critical Dispositions

9m. The teacher is committed to deepening understanding of his or her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families

***InTASC Standard #10: Leadership and Collaboration***

Performance

10d. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

Critical Dispositions

10q. The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

**PI 34.15 Conceptual Framework (4c.6):** Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.