

Course Syllabus

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Welcome

Welcome to *EDUC 205 Pluralism for Educators*. Understanding diverse populations and how this diversity impacts schools and other organizations is an invaluable part of being a good teacher. It can help you also become a better student

Instructor: Lynn Payne

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- Office phone: (715) 346-4430 [You will need to leave a message and I will call you back. Email is usually faster. In the subject line of the email, please include EDUC 205.]
- Office: CPS 439
- Office hours: Wed, 11-11:40 am (Spring), and by appointment

Course Description

Catalog

Analyze and evaluate education in U.S., policy of equal educational opportunity, and impact of class, gender, race, and language differences on teaching and learning. Involves lectures, discussions and presentations for pre-service teacher education students on topics mandated for initial certification programs in Wisconsin. (Wis Admin Rule PI 34.15).

Extended Description

This course exposes students to issues and concepts of diversity in education and other human service fields. Activities and assignments in this course are intended to help students gain a broad understanding of issues impacting the personal school lives of school-aged students from a variety of backgrounds. Most of the examples used in this course are geared to educators, but the issues and concepts are applicable to almost all areas of work and study. Students are encouraged to share examples and experiences in class that help them better understand and connect with the course content. It is important to know that this course begins with the assumption that there is injustice in the world and that inequities exist. At times throughout this course especially, some students may feel that their values and beliefs conflict with others in the class or with other readings. As famous psychologists Jean Piaget and Lev Vygotsky would say, learning takes place most when one is willing and able to stretch outside of the person's comfort zone to try understanding something new and different. It is not expected that students will always change their views on the world based on what they've learned in a course like EDUC 205, but it is expected that all students will respect the experiences of others and will attempt to perceive the world through others' lenses and experiences.

Please note that a Level 1 Practicum experience for pre-service professional educators is required. More information about this is provided in Canvas and in class

Intended Learning Outcomes

If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions in how you:

1. Demonstrate an understanding of the history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.
2. Demonstrate an understanding the history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.
3. Articulate your own culture, both objectively and subjectively.
4. Demonstrate an understanding of the psychological and social implications of discrimination, especially racism and sexism in American society.

InTASC Standards

The InTASC Core Teaching Standards have been adopted by the UWSP School of Education. The standards have been grouped into four general categories (The Learner and Learning, Content, Instructional Practice and Professional Responsibility) to help users organize thinking about standards. More information on InTASC standards is provided on Canvas to help students better grasp each of the four categories.

This course touches on all InTASC Model Core Teaching Standards, and focuses specifically on:

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Textbook & Supplies

There is one required rental textbook: Cushner, K., McClelland, A. & Safford, P. (2019). *Human Diversity in Education: An Intercultural Approach*. New York, NY: McGraw Hill.

You need lined, loose notebook paper and a pen or pencil, for in-class assignments. I encourage you to take notes. If you create handouts for your peers, I encourage you to three-hole punch them as a courtesy.

Please let me know if you have difficulty getting supplies for this class, and I will discretely help you.

Content & Activities

- **American Indian Tribes Presentation:** Your group will present about one American Indian tribe located in Wisconsin. You will be assigned a day to present.
- **Discussion Posts:** You will respond to one or more prompts about the content and activities.
- **Final Fishbowl:** During Weeks 13 and 15, we will have a Fish Bowl activity. This will be our Final Exam. All students must attend the Final Exam time.

- **Influential Individual Presentation:** You will present about a person who has impacted society in an effort to promote social justice. You will be assigned a day to present.
- **Midterm Vocabulary Test:** You will complete this test online, outside of class.
- **Personal Culture Presentation:** You will create a slideshow to share your culture with the class. You will be assigned a day to present. There is a resubmit option for this assignment.

The Calendar shows the major content and activities for this course. The major assignments include:

Practicum (Field Experience)

Your practicum responsibilities (in order of completion):

1. Complete the Criminal Background Check and Submit to your Instructor
2. Attend Practicum Fair and Locate Practicum Placement
 - a. Commit to and complete AT LEAST 12 HOURS
 - b. To obtain 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.

Thursday, January 31, 4-7 pm

Friday, February 1, 10 am-2 pm, in CPS 229. You prefer a **Level 1** practicum but a higher level is acceptable.
3. Teacher Letter:
 - a. This letter is a two-page document that **MUST** be given to your practicum teacher on or before your first practicum experience.
 - b. This letter will be handed out in class and/or available on Canvas.
4. Attend ALL scheduled practicum times – see Form of Practicum Professional Expectations
5. During your practicum:
 - a. Provide support to the students as directed by the teacher.
 - b. The practicum should include observing a group(s) of students.
 - c. Get involved if possible. If the host teacher asks for your assistance; get excited about the opportunity!
6. Practicum Reflections:
 - a. Due by the date on the course schedule
 - b. Make sure to thoroughly respond to all posed guiding questions.
 - c. See description and rubric on Canvas
 - d. Up to 8 points each (24 total)
7. Verification of Practicum Forms: online and Canvas
 - a. Take with you to each practicum visit
 - b. Fill in appropriate sections each practicum visit. Have teacher sign each visit.
 - c. Due by the date on the course schedule at start of class

d. This form must be completed (data and brief description of what you did) and **signed** by the host teacher

e. *Incompletes for lack of time to complete hours will NOT be granted. Incompletes will only be granted for severe or unforeseen circumstances.*

Technology

I encourage you to use technology as a student and a professional. You're welcome to bring a laptop, smartphone, or similar device to class. However, please use your device appropriately and respectfully. For example, checking email or surfing Facebook during class is rude and unprofessional but more importantly is disrespectful to the instructor and fellow students.

Course Requirements & Grading

About Assignments

Directions and rubrics for all the assignments are in Canvas. I'm always happy to answer questions on an assignment, so please don't hesitate to ask. **I care about your success.** I'd rather clear up your confusion today than deduct points on an assignment tomorrow. Also, if you have a question, it is likely someone else might be wondering the same thing.

Please read the directions for each assignment carefully. Depending the assignment, you will email me, post to Canvas under Discussions, or submit to the Canvas dropbox. If you are emailing me, please send one assignment per email, and use the correct subject. You can lose points by not submitting an assignment correctly.

Please save all email and assignments for this course until you see a final grade on your transcript or Degree Progress Report and you are satisfied with your grade. This includes email from me and email from Canvas. Please don't tell me "I did that but I deleted it."

I often give reminders about due dates via email. However, these reminders are only a courtesy, and I may forget. You are ultimately responsible for submitting your assignments on time.

http://education.uwsp.edu/central/faq_courses.php

About Resubmit

Some assignments are "Resubmit" assignments. There are two due dates for Resubmit assignments. The first due date is a Submit. I will score your assignment using the rubric and record a score in the gradebook. The second due date is a Resubmit. If you wish, you can simply accept your score on the Submit. Or you can resubmit a revised version for a new score. By resubmitting, you can increase your score. In a face-to-face or hybrid course, the maximum increase is 10% (or at least 1 point). In an online course, the maximum increase is 20% (or at least 1 point). (You can't decrease your score.) If you submit an assignment late, you can't resubmit it. Likewise, I won't accept a late resubmit. (The late penalty would cancel the resubmit increase.)

See the Assignments spreadsheet in the Base Camp for the due dates. If you choose to resubmit an assignment, please include "RESUBMIT" in the file name. (You turn in a Resubmit the same place you turned in the Submit, so that I can easily compare the versions.)

Portfolio Requirements

Your completed Personal Cultural Exploration PowerPoint Presentation and the Practicum Experience are the performance tasks for this class. These will be explained in the lecture.

Grading Scale

Your grade is based on how many points you earned (X), divided by how points you could have earned (Y). Based on that simple division ($X \div Y$), I will assign your final grade:

- 93-100% = A
- 90-92.9% = A-
- 87-89.9% = B+
- 83-86.9% = B
- 80-82.9% = B-
- 77-79.9% = C+
- 73-76.9% = C
- 70-72.9% = C-
- 60-69.9% = D

I reserve the right to bump a grade up (especially if it's close) based on my professional judgment. I will never bump a grade down. I don't give extra credit.

In all Early Childhood Education and Education undergraduate courses, students must receive a C- or better as a requirement for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course.

Attendance

Except for rare cases of serious illness or family emergencies, a professional shows up at school every day, on time, fully prepared, with a strong sense of personal responsibility. When professionals can't meet their responsibilities due to unusual circumstances, they communicate with their supervisors and colleagues as soon as possible.

I expect you to honor your responsibilities, including attending every class meeting. However, I understand that you have a life beyond this course and that unexpected problems or crises can interfere with your attendance or assignments. I also want you to be safe. If weather or other circumstances threaten your safety while traveling to or from class, I understand if you decide not to attend.

In general, the best way to avoid losing points is to contact me before an absence. When you contact me about an absence, please specifically suggest how you think we should handle the absence (e.g., turning in an assignment late without a penalty).

Late Work

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. An assignment completed no more than 48 hours late can receive no more than 80% of the points possible. An assignment completed no more than 1 week late can receive no more than 60% of the points possible. After 1 week, I usually refuse to accept a late assignment.

I won't accept any assignments after **May 3, 2019, 11:59 pm**.

Dispositions & Conduct

I view my students as pre-professionals or current professionals. Your conduct in this course should demonstrate your qualifications for professional responsibilities (e.g., teaching and guiding young people). I will treat you as a professional, and I expect you to demonstrate your qualifications in many ways.

I especially encourage you to consider your professional presence and tone. This includes both face-to-face and online interactions with me and with your peers. For example, if you're teaching or presenting in a face-to-face class, I encourage you to have a professional appearance (e.g., business casual clothing). As another example, when composing an email, I encourage you to include a salutation (e.g., "Dear Dr. Buchanan"), complete sentences with correct conventions (e.g., spelling), and a signature (e.g., "Sincerely, Ima Student").

In a School of Education course, if you have concerns about the instructor you have the right to communicate with the Associate Dean: Lynda Fernholz, (lfernhol@uwsp.edu, 715-346-3223).

Class Climate

I'm dedicated to creating safe, inclusive, welcoming classes in which all students can succeed. This course is a Safe Zone for LGBTQ issues and more. I won't condone disrespectful or discriminatory language or behavior. I extend an open door invitation to all my students. If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, please let me know. We can address the issue together, confidentially.

As a teacher, I align my policies and choices with my university's guidance, including the [UWSP Community Bill of Rights and Responsibilities](http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx) (<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>).

Exceptional Needs

I'm dedicated to accommodating the needs of my students. I don't believe that equal treatment is the same as fair treatment. A course requirement like a deadline may be unfair to you, based on a life event or a disability. If I agree that the requirement is unfair, then I'm happy to make an accommodation. Here are some exceptional

needs I have accommodated in the past: learning disability, physical disability, chronic illness, death in the family, car accident, sick child.

As a teacher, I align my policies and choices with the Americans with Disabilities Act (ADA), a federal law that requires educational institutions to provide reasonable accommodations for students with disabilities. [Here is more information about UWSP's relevant policies](#)

[\(http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf\)](http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf). If you have a disability and want an accommodation, please register with the [Disability Services and Assistive Technology Office](#) [\(http://www.uwsp.edu/disability/Pages/default.aspx\)](http://www.uwsp.edu/disability/Pages/default.aspx) and then contact me. If you're unfamiliar or uneasy with this process, please contact me anyways and we'll work through it together.

When contacting me about a life event or other exceptional need, please suggest the specific accommodation(s) you want (e.g., turning in an assignment late without a penalty, taking an Incomplete in this course).

Integrity

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. I expect you to treat me, your colleagues, and anyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations (e.g., attendance, assignments), I expect you to communicate with me and anyone else affected (e.g., your colleagues) as soon as possible, and to suggest a clear, fair plan to address the problem.

I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments may even require this. However, I expect you to give proper credit for anything that isn't your own original work. I urge you to make intellectual integrity a central part of your professional identity. Professionals in a variety of fields routinely use other people's work (e.g., lesson plans in education). But accidentally or deliberately leaving off credit is professionally and morally wrong. I use anti-plagiarism tools. I don't expect my students to plagiarize others' work; rather, you can be confident that no one is plagiarizing your work (e.g., in a future class). If you are unclear on how to give proper credit, please ask me before turning in the assignment.

As a teacher, I align my policy on academic misconduct (e.g., cheating) with [Chapter 14 of the UWSP Bill of Rights and Responsibilities](#) [\(http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf\)](http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf). This is my general policy: I will allow you to redo the relevant assignment for no more than 50% possible, and you won't be eligible to earn higher than a B+ in this course (UWSP 14.04 (1) (d, e)). I will honor your right to a conference with me, to a written report from me, and to contest my decision (UWSP 14.06 (1, 3)).

I take cheating personally: it upsets and frustrates me. I care very much about your learning, not just scores. If you cheat, you hurt my feelings.

Dispositions Model

As a teacher, I align my policies and choices with my department's expectations. The School of Education has adopted [a model of the dispositions](http://education.uwsp.edu/central/soe_dispositions_model.pdf) [_ \(http://education.uwsp.edu/central/soe_dispositions_model.pdf\)](http://education.uwsp.edu/central/soe_dispositions_model.pdf) we expect from our students and graduates. I don't expect you to be at the final "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and goal-setting.

Emergency Response

In the event of a medical emergency call 9-1-1 or use Red Emergency Phone in the hallway. Offer assistance if trained and willing to do so. Guide emergency responders to the victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure: any interior hallway or room on CPS 2nd floor or lower. Avoid wide-span structures (gyms, pools, or large classrooms).

In the event of a fire alarm, evacuate the building in a calm manner. Meet at the 4th Ave (south) doors to the HEC/Quandt Gym. Notify instructor or emergency command personnel of any missing individuals.








Active Shooter/Code React – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.










See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures [_ \(http://www.uwsp.edu/rmgt/Pages/em/procedures\)](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency response at UW-Stevens Point.

Assignment	Points Possible	Due Date
Journal Posts (7)	14 Points	Rotating
Influential Individual	5 Points	Rotating
Exit Slip	2 Points	January 23, 2019
PLC	2 Points	January 24, 2019
Respond to Syllabus	2 Points	January 30, 2019
Practicum Confirmation Form	4 Points	February 22, 2019
Midterm Vocab Quiz	10 Points	TBD
American Indian Tribes	14 Points	March 8, 2019
Personal Cultural Exploration	20 Points	April 12, 2019

Practicum Reflections	14 Points	May 10, 2019
Practicum Verification of Completion	4 Points	May 10, 2019
Final Fish Bowl	5 Points	April 24 and May 8
Respond to Peers	2 Points	
Attendance/Participation	14 Points	
Grade Adjustment	2 Points	
Total	115 Points	

Course Summary:

Date	Details	
Wed Jan 23, 2019	 Class 1 . Exit Slip (https://uwstp.instructure.com/courses/131571/assignments/407245)	due by 11:59pm
Thu Jan 24, 2019	 PLC Preferences (https://uwstp.instructure.com/courses/131571/assignments/407248)	due by 11:59pm
Wed Jan 30, 2019	 Respond to the Syllabus (https://uwstp.instructure.com/courses/131571/assignments/407252)	due by 11:59pm
Fri Feb 1, 2019	 Discussion Post 1 (https://uwstp.instructure.com/courses/131571/assignments/437951)	due by 11:59pm
Fri Feb 22, 2019	 Practicum Confirmation (https://uwstp.instructure.com/courses/131571/assignments/351950)	due by 11:59pm
Fri Mar 8, 2019	 American Indian Tribes (https://uwstp.instructure.com/courses/131571/assignments/351956)	due by 11:59pm
Fri Apr 12, 2019	 Personal Cultural Exploration (https://uwstp.instructure.com/courses/131571/assignments/407247)	due by 11:59pm

Date	Details	
Wed May 1, 2019	 Practicum Reflection Essay SUBMIT (https://uwstp.instructure.com/courses/131571/assignments/351955)	due by 11:59pm
	 Practicum Verification & Completion Form (https://uwstp.instructure.com/courses/131571/assignments/351951)	due by 11:59pm
Fri May 3, 2019	 Partner Rating (https://uwstp.instructure.com/courses/131571/assignments/351954)	due by 11:59pm
	 Attendance (https://uwstp.instructure.com/courses/131571/assignments/351958)	
	 Fishbowl (https://uwstp.instructure.com/courses/131571/assignments/351928)	
	 Influential Individual (https://uwstp.instructure.com/courses/131571/assignments/351916)	
	 Instructor Grade Adjustment (Bonus) (https://uwstp.instructure.com/courses/131571/assignments/351960)	
	 Respond to Peers (https://uwstp.instructure.com/courses/131571/assignments/351957)	
	 Vocab Quiz 1 (https://uwstp.instructure.com/courses/131571/assignments/351959)	