

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 person.

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Course Basics

Catalog Description

EDUC 205 Pluralism for Educators. 2 cr. 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 Pl 34.022).

Extended Description

This course is designed to expose you to issues and concepts of diversity in education and other human service fields. Activities and assignments in this course are intended to help you broaden and deepen your understanding of issues impacting the lives of school-aged students from a variety of backgrounds. Most of the examples used in this course are framed for educators, but the issues and concepts are applicable to almost all areas of work and citizenship. I'll encourage you to share examples and experiences in class that help your peers better understand and connect with the course content.

This course is founded on the assumption that there is injustice in the world and that inequities exist. At times throughout this course, you may feel that their values and beliefs conflict with others in the class or with other readings. As a psychologist, I agree with experts like Jean Piaget and Lev Vygotsky who would say that learning takes place most when we willing and able to stretch outside our comfort zone to try to understand something new and different. I call this idea **reach to grow**. I don't expect that you will always change your views on the world based on what you learn in a course like this. I do expect that you will respect the contributions and experiences of others, and that you will attempt to perceive the world through others' perspectives and experiences.

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. Explain and appreciate the history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.
2. Explain and appreciate the history, culture, and contributions of women and various racial, cultural, language and economic groups in the United States.
3. Explain and appreciate your own culture.
4. Explain the roots and impacts of discrimination, especially racism and sexism in American society.
5. Explain strategies for creating spaces that are safe and welcoming, in which everyone can succeed.

This is the central enduring understanding I want you to develop:

Educators have both an ethical and a pragmatic duty to honor difference. Therefore, we must create spaces that are safe and welcoming, in which every student can succeed. Such spaces seldom "just happen." Rather, they take planning, strategies, and dispositions. Essential dispositions include self-honesty, humility, and an openness to new ideas and experiences.

This course focuses on these TASC Model Core Teaching Standards:

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.
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.

Content, Activities, & Assignments

The Calendar in Base Camp shows the major content and activities for this course. Here are brief descriptions of the major assignments. Canvas has detailed directions which you should read before starting an assignment.

- **American Indian Tribes Presentation:** Your group will present about one American Indian tribe located in Wisconsin. You will be assigned a day to present.
- **Final Practicum PhotoVoice:** During the final exam time, you will share your PhotoVoice that you created during your practicum.
- **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.
- **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.

Practicum (Field Experience)

As part of this course, you're required to complete 12 practicum hours. See the "Practicum" module for the details, resources, and assignments. You will not pass the course without successful fulfillment of practicum requirements.

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.

Twitter

I have a Twitter feed that sometimes includes issues related to this course. If you're already savvy with Twitter, I'm **@DrErinRedman**.

I never post essential information only on Twitter. I use email and in-class announcements to keep you informed. If you follow my Twitter feed, I hope you find it interesting. But if you don't follow it, it won't interfere with your success in this course in any way.

Course Requirements & Grading

About Assignments

Directions 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.

Please read the directions for each assignment carefully. Depending the assignment, you will email me, post to Canvas under Discussions. 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.

Portfolio Requirements

Your completed Personal Cultural Presentation is the artifact for this class. I'll explain more about this in class.

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.

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.

Additional readings will be in Canvas or on third-party websites.

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.

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. Redman"), 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](#).

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](#). If you have a disability and want an accommodation, please register with the [Disability Services and Assistive Technology Office](#) 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](#). 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](#) 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 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 for details on all emergency response at UW-Stevens Point.

Acknowledgments

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Assignment: Respond to the Syllabus

Reading this syllabus is an assignment. When you've finished, please complete the Respond to the Syllabus assignment. If you're taking more than one course with me this semester, you must complete this assignment for each course/syllabus.

About Course Summary

The Course Summary is tentative and may change. For example, it may not include all assignments.