

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

Course Description

EDUC 205. Pluralism for Educators - 2 cr. 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 D2L and in class.

Instructor: Lynn Payne

- Email: lynn.e.payne@uwsp.edu
- 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, 11:00 – 11:45 am (Fall) or by appointment

Required Textbook:

Cushner, K., McClelland, A. & Safford, P. (2014). *Human Diversity in Education: An Intercultural Approach*. McGraw Hill.

Supplemental materials located in eReserve within D2L.

You need lined, loose notebook paper and a pen or pencil, for in-class assignments. I encourage you to take notes

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 his/her 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 Core Teaching 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 D2L 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.

COURSE REQUIREMENTS & GRADING

In Dearie to Learn (D2L) you will find the following:

- Course calendar
- Weekly topics and reading
- Descriptions for assignments along with due dates
- Your grades

The calendar shows the major content and activities for this course.

Attendance

Except for rare cases of serious illness or family emergencies, a professional show 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).

ASSIGNMENTS

About Assignments

All the assignments are listed in D2L by Week. Directions for all the assignments are located with the assignment. If you have questions, please ask, it is likely someone else might be wondering the same thing.

Please read the directions and rubric (if available) for each assignment carefully. Depending on the assignment, you will email me, discuss in class, post to D2L, or submit to D2L. 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.

Personal Cultural Exploration

- Students will complete a personal cultural exploration
- **Your exploration will be presented to the class in form of a PowerPoint Slide Presentation. (Specific instructions are located in D2L)**
- Save this assignment in a very safe place for future placement in education portfolio

Journals

Throughout the course, students will be required to complete journal entries. Journals will be **Open Journals**, where a group of students will provide feedback on journals. In a few cases, there are two options for your journal. You are free to choose which to respond to, however, you will want to reflect on both as a means for your own learning.

- Students are to type (no handwritten accepted) their response to posed journal prompts.
- Responses are submitted for a grade and are your prep for small group discussions.
- Responses must be clear and concise; ½ to 1 page, typed.
- The response must include your name and course/section number.

Vocabulary Quiz

- Students will complete a vocabulary quiz at midterm
- This quiz will be completed outside of class and submitted through D2L

Fish Bowl Final

- During the last 2 class periods, we will have a final Fish Bowl activity. This activity will be our final assessment activity.

Influential Individual

- Each student is required to find an information in the media relating to the person for the day, who has impacted society in an effort to promote social justice. This person helped to progress various social movements. This article could be from a credible newspaper, news item, book, or journal but should not be from a blog. If you are unsure if the source is “credible” please check with me.
- A few students will be assigned each class to give a brief overview of their chosen articles, including why they chose it and how it is connected to the topic/reading for the day. This brief presentation should be no more than five minutes per student.
- A brief, typed, double spaced, 12-point font, ½ to 1-page summary is required to be submitted after your present. Be sure to include your source link to receive credit.
- All sources must be cited. Assignments turned in without sources properly cited, and a Works Cited/Bibliography page will receive a “0”.

Influential Individual Grading Rubric

Points	Description
5	Insightful summary to the topic with supporting evidence and details; correct grammar and spelling; well-organized and written in a clear and concise manner.
3	Limited insight to the topic, little no evidence or detail; some grammatical and/or spelling errors; some issues with organizational and/or written clarify.
1	Little to no insight provided. Paper cited incorrectly.
0	No insight provided, no evidence or detail; multiple grammatical and/or spelling errors; considerable issues with organization and/or clarity. Paper not cited correctly and/or missing Works Cited.

Native American Tribes Assignment

For this project you will be exploring Native American Tribes in Wisconsin. You will work in groups and locate Native American Groups throughout the state of Wisconsin. Your group will present this information to the class in PowerPoint format.

Practicum – *Required to Pass the Class*

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.

September 13th, 4:00 pm -7:00 pm in CPS room 230
September 14th 10:00 am-2:00 pm in CPS room 230
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 D2L
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 for the opportunity!
 - d.
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 D2L
 - d. Up to 8 points each (24 total)
7. Verification of Practicum Forms: online and D2L
 - 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*

PERFORMANCE TASKS

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

It is strongly recommended to save all important documents on your “H drive” until you receive your grade.

Evaluation (Check the syllabus and/or assignment descriptions/rubrics for expectations for each of these assignments.)

Assignment	Points Possible	Due Date
Journal Posts (7)	14 Points	Rotating
Influential Individual	5 Points	Rotating
Practicum Confirmation Form	4 Points	September 28, 2018
Midterm Vocab Quiz	10 Points	November 2, 2018
Native American Tribes	14 Points	
Personal Cultural Exploration	30 Points	
Practicum Reflections	24 Points	December 5, 2018
Practicum Verification of Completion	4 Points	December 5, 2018
Respond to Peers	2 Points	December 12, 2018
Attendance/Participation	15 Points	
Fish Bowl	5 Points	December 12, 2018
Grade Adjustment	2 Points	
Total	127 Points	

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 50% of the points possible. After 1 week, I usually refuse to accept a late assignment.

I won't accept late work after **Thu, December 5, 2018, 11:59 pm**.

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

Students must receive a C- or better in all education, early childhood, and physical education courses required for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course.

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.

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 D2L. Please don't tell me "I did that but I deleted it."

Assignments will be discussed each week, the week before it is due. However, these reminders are only a courtesy, and I may forget. You are ultimately responsible for submitting your assignments on time.

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.

We use D2L for the Gradebook, Dropbox, and Content.

Dispositions & Conduct

I view my students as pre-professionals or current professionals. One of the most valuable dispositions in this course is professionalism. It is expected that students approach this course as if it were the beginning of his or her career. 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 expect that you will be prepared for every class period, turning in assignments on time, attending every class unless there is a reason, and letting me know in advance when a class will be missed, in the event of an emergency. Informing me that a class will be missed does not necessarily mean that the student will be excused for that class period. See Attendance section for details.


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. Dr Kym Buchanan (kym.buchanan@uwsp.edu, 715-346-2906).

Class Climate



The School of Education strives to honor the uniqueness of all learners. I'm dedicated to creating safe, inclusive, welcoming experiences in which all students can succeed. I mindfully plan and teach this course in ways that promote pluralism: celebrating the coexistence of multiple identities, cultures, and belief systems.

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 Policy

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 Policy

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 the [UWSP Community Bill of Rights and Responsibilities \("UWSP Chapter 14"\)](#). 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)).

UWSP Community Bills of Rights and Responsibilities

UWSP values a safe, honest, respectful and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document and it is intended to help establish a positive living and learning environment at UWSP.

The Rights and Responsibilities document also includes the policies regarding academic misconduct (cheating), which can be found in [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)).

American with Disabilities Act

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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).

Emergency Response

In the event of a medical emergency call 9-1-1 or use Red Emergency Phone in the hallway, directly opposite the classroom. 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.