

Education 205, 2 credits

Syllabus

Spring, 2023

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Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement and/or through email.

Purpose and Course Description

This course is designed to expand your awareness pertaining to issues and concepts of pluralism and diversity in education. 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 and to build self-awareness skills. Most of the examples used in this course are framed for educators, but the issues and concepts apply to almost all areas of work and citizenship. I 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. Throughout this course, you may feel that their values and beliefs conflict with others in the class or with other readings. However, do not forget that learning takes place most when we are willing and able to stretch outside our comfort zone to understand something new and different.

This course analyzes and evaluates education in the U.S., the policy of equal educational opportunity, and the impact of class, gender, race, and language differences in teaching and learning. It involves lectures, discussions, and presentations for teacher education students on topics mandated for initial certification programs in Wisconsin (Wis Admin Rule PI 34.022).

As part of this course, you will learn and interact with different materials related to federally recognized American Indian tribes and bands located in Wisconsin. Please see below for more information.

Act 31:

Teacher certificates and licenses.

(8) The state superintendent may not grant to any person a license to teach unless the person has received instruction in the study of minority group relations, including instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state.

For more information on Act 31: <https://dpi.wi.gov/amind/state-statues>

Student Learning Outcomes

By the end of the course, you will be able to:

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

VII. Standards Addressed in EDUC 205:

Wisconsin Educator Preparation Standards

Category	Standard	Description
The Learner and Learning	Pupil Development	The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
	Learning Differences	The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
	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	Content Knowledge	The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
	Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Instructional Practice	Assessment	The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
	Planning for Instruction	The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
	Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
Professional Responsibility	Professional Learning and Ethical Practice	The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

	Leadership and Collaboration	The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.
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* This information can be accessed at <https://dpi.wi.gov/education-workforce/prepare/educator-preparation-programs/wi-educator-preparation-standards>

5. Learning Differences. The teacher understands individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
6. Learning Environments. The teacher works with others to create environments that support individual and collaborative learning and encourage positive social interaction, active engagement in learning, and self-motivation.

Reflective Practitioner

It is imperative that you take the time necessary to reflect on your interactions, disposition, and pedagogy throughout each school year. To be reflective is *not* being critical of yourself but rather a necessary tool to ensure that you are providing the best service to your students and colleagues. I will provide a myriad of resources to encourage reflection and collaboration in and outside of the classroom.

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

Late Work:

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. There will be a penalty to your grade if assignments are turned in late without letting me know ahead of time.

Textbook & Supplies:

See Canvas for course materials.

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.

Class Climate:

I'm dedicated to creating safe, inclusive classes where everyone 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 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 ([Links to an external site.](#)).

Integrity:

As a teacher, I align my policy on academic misconduct (e.g., cheating) with Chapter 14 of the UWSP Bill of Rights and Responsibilities ([Links to an external site.](#)). 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, a written report from me, and contest my decision (UWSP 14.06 (1, 3)).

Understanding When You May Drop This Course:

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (1) documented and significant change in work hours leaving students unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy:

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned at instructor discretion. All incomplete course assignments must be completed within the timeframe outlined by a plan agreed upon by the student and instructor

Equal Access for Students with Disabilities:

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

- The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments.
- If you have a documented disability and verification from the Disability and Assistive Technology Center and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation before classes start.
- If you suspect you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible to complete an Accommodations Request form. DATC can be reached at 715-346-3365 or DATC@uwsp.edu.
- For more information about UWSP's policies, visit: <https://www.uwsp.edu/datc/Pages/default.aspx>

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

I commit to doing my part as well by keeping myself informed on the most recent research and practices that best support inclusive learning.

Help Resources

Tutoring

Advising

Safety and General
Support

Health

Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall Ext. 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646
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UWSP Service Desk (1st Floor, Albertson Hall)

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Other Campus Policies

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student’s education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the [Title IX page](#) for more information for guidance on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

School of Education Policies

Students MUST achieve a grade of “C-“ or higher for teacher certification. Any grade lower than a “C-“ will require a repeat of the course.

Assignments

All assignments can be found on campus. Please reach out if you have any questions/concerns regarding due dates and/or deadlines.

XXXIII. Grading Scale*

94 – 100% = A 77 – 79% = C+ 60 – 63% = D-

90 – 93% = A- 74 – 76% = C < 60% = F

87 – 89% = B+ 70 – 73% = C-

84 – 86% = B 67 – 69% = D+

80 – 83% = B- 64 – 66% = D