

EDUC 205- Pluralism, 2 credits

Syllabus

Spring/2023

Time and Location of Course Meetings

Instructor Name/Pronouns:
Dr. Aaron Baker (he/him/his)
Office Location: CPS Room 455

Email: aarbaker@uwsp.edu
Office Hours: Tuesdays 9am-11am
and Thursday 1pm-3:00pm ([click here to meet on Zoom](#)) and by
appointment (set up by email)

Section	Day	Time	Location
EDUC 205-03	Mon/Wed	2:00pm-2:50pm	CPS 230
EDUC 205-03	Mon/Wednesday	3:00pm-3:50pm	TBD

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Purpose and Course Description

This course is designed to expose you 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'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. 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).

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.

Wisconsin Teaching Standards

These standards have been adopted by the School of Education. The standards have been grouped into four general categories to help users organize their thinking about the standards, found on pages 20-21 in the attached advising guide.

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.

* This information can be accessed at <https://dpi.wi.gov/education-workforce/prepare/educator-preparation-programs/wi-educator-preparation-standards>

This course focuses on these Teaching Standards:

EDUC 205 offers good preparation for success The Learner and Learning, Instructional Practice, and Professional Responsibility

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.

Professional Learning Communities (PLC)

You will be a part of a Professional Learning Community throughout the semester. I will assign groups, but you will have an opportunity to make requests. You will likely be a part of a PLC when you are hired in a district and there is a significant push toward "Co Plan to Co Serve," a larger cohort of educators that meet regularly to discuss ways in which each student can be best served.

Grading and Course Requirements

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.

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. 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 emails 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.

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 deduction of 2.5% a day from your grade if assignments are turned in late without letting me know ahead of time.

About the Instructor

My passion for this course is informed by my positionality as an educator and researcher, and my experiences as a student. I am an African American, heterosexual, cisgender male, and I attended primarily private schools for much of my education. Most often I was the sole student of color in my classes, with teachers who knew little about cultural responsiveness, and as a result I sometimes disengaged from learning feeling like my worldview didn't matter. Over time, as I learned more about my culture and equally importantly the cultures of others, I realized that **everyone's opinions and**

experiences are important for learning regardless of their worldview. so, I made an effort to listen carefully to my classmates, say at least one important thing in each class, and to ask at least one important question. Doing so made me a much better student, so I encourage everyone to do the same.

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. teaching and guiding young people). I will treat you as a professional, and I expect you to demonstrate your qualifications in many ways. 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 ([Links to an external site.](#)) we expect from our students and graduates. I don't expect you to be at the final " level in your dispositions. Instead, I offer this model for your own self-evaluation and goal setting.

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.](#)).

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 ([Links to an external site.](#)). If you have a disability and want accommodation, please register with the Disability Services and Assistive Technology Office ([Links to an external site.](#)) and contact me. If you're unfamiliar or uneasy with this process, please contact me anyway, 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 participate in the activities actively and fully. 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. However, life happens from time to time. If you cannot 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. I have a loose expectation with cell phones. If you need to use it, you've earned the right to. Ultimately it is all of you who are paying for this education. I may approach you after class and inquire about your usage if it appears to be excessive. If it continues to be an issue, it will reflect on your attendance grade. *Your physical presence is not adequate enough to be **present**.*

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)).

Coursebook

Cushner, McClelland, and Safford (2019). Human Diversity in Education: An Intercultural Approach. New York: McGraw Hill. ISBN: 978-1260131635

Gorski, P.C., & Pothini, S.G. (2018). Case Studies on Diversity and Social Justice Education. McGraw Hill. ISBN:978-0-8153-7500-5

Other readings will be handed out in class, posted on Canvas, or obtained independently by students. Please let me know privately if you have difficulty getting supplies for this class, and I will discretely help you.

Pre-Clinical Experience (formerly known as “practicum” [Field Experience])

As part of this course, you're required to complete 12 pre-clinical experience hours. See the "Practicum Information" module for the details, resources, and assignments.

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.

Addressing Offensive or Archaic Language in Class

Throughout this class, we'll read texts by authors from minority communities. In telling their stories, some of these writers use offensive slurs. I will always provide you with advance warning when this is the case. If such terms are triggering to you, please let me know so that we can decide how to proceed.

I will refrain from replicating offensive language in my lectures, class discussions, and written course materials. If I must reference an offensive term (in speech or in writing), I will do so elliptically--for example: n-word, f-word, etc. I ask that you do the same in your discussions and in your written work. If, in a written assignment, you are quoting from a section of our reading that makes use of an offensive term, please use dashes or asterisks rather than writing out the word (ex: n----- or f**). If you are uncertain whether a term is offensive, please email me to ask. If by chance someone accidentally replicates such a term, I will correct the error and ask them to avoid using it in the future, and/or ask the student to resubmit written work after deleting the term in question.

Additionally, some of our readings are historical. As such, they will make use of archaic terms when referring to specific minority groups. I will provide advance warnings when this is the case, and I will use contemporary terms for various identities in all lectures and discussions. I ask that you do the same. If you are unsure of the correct terminology for specific groups, please email me to ask. If by chance someone uses an archaic term during discussion, I will correct the error and ask them to use the contemporary term in future conversations.

As a class, we will discuss and collectively decide how to handle archaic terminology in our writing. Options might include only using such terms when quoting directly from our readings or replacing outdated terminology with the contemporary vocabulary by using brackets--for example [African American] or [LGBTQIA+]. Once we mutually agree upon how we would like to handle such terms in our writing, I will expect everyone to abide by that decision. Those who do not will be asked to correct their work and resubmit it.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

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	

Communicating with your Instructor



Email is the quickest way to reach me at:



Zoom Videoconference is also available by request.

Communicate Clearly

Remember some faculty receive as many as 100 emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. I will not open attachments without messages or messages that are illegible.

Office hours

I am available without an appointment on Tues from 9am-11:30am and Thursdays 1pm-3pm ([click here to meet on Zoom](#)), but you can schedule a meeting with me (zoom or face to face) for other times as well. Individual meetings can be arranged through an email request, or conversation directly before or after class. I do not hold normal office hours during the following weeks: (Thanksgiving week, Spring Break, Summer Break, and finals weeks.)

Attendance

Attending class is an extremely important factor contributing to your performance and grade in the course. In most class meetings you will have at least one project, exercise, test, and/or discussion that will indirectly impact your grade and your class discussions will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer reviewed research. Attendance is worth 19 points for this course.

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

Attend all your classes regularly. We do not have a system of permitted "cuts." "If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans' educational benefit.

During the first eight days of the regular 16-week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu .
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of

emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.

- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Emergency Procedures

- In a medical emergency, call 9-1-1 or use the 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 the 2nd floor or lower. Avoid wide-span structures (gyms, pools, or large classrooms). See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools, or large classrooms).
- In the event of a fire alarm, evacuate the building calmly. Meet at the 4th Ave (south) doors to the HEC/Quandt Gym. Notify instructor or emergency command personnel of any missing individuals.
- Active Shooter – RUN. 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.

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](#).

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and

- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or 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.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

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

[Click here](#) to flag a policy or practice that disproportionately affects marginalized students

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 need 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](#).

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

- (2) Examples of academic misconduct include, but are not limited to:
 - Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course
 - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
 - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - Stealing examinations or course materials
 - Submitting, if contrary to the rules of a course, work previously presented in another course
 - Tampering with the laboratory experiment or computer program of another student
 - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

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](#).

Voter Registration Information

Register: Did you know you can register to vote and check your voter registration status at www.myvote.wi.gov?

Vote: In Wisconsin, you can vote absentee - or vote from home - in any election. You can request your absentee ballot at www.myvote.wi.gov (select "Vote Absentee" on the navigation page).

Make a Difference: Sign up to work the polls on election day by contacting your local city clerk office (find your clerk at <https://myvote.wi.gov/en-us/PollWorker>).

For more information on registration and voting procedure, visit your campus resource page at <https://linktr.ee/UWSPGOTV> or www.myvote.wi.gov

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

Your final grade in this course will reflect the quality of your work across the semester. It is my goal to help you learn as much as possible from this course. All the assignments are listed on Canvas. Directions and rubrics for all the assignments are listed on Canvas too. Please read the directions and rubrics for each assignment carefully. All assignments must be submitted via Canvas unless otherwise indicated. You must save all your work electronically before submitting it. I'm always happy to answer questions on the assignments; please don't hesitate to ask.

I am not going to be overly strict about font size and type. However, I expect it to be in a font that you would use to send emails to a family or colleague in a professional setting. The "norm" of this is size 12 font Times New Roman or Helvetica.

Cultural Competence Assessment

This assignment is designed to help you explore and enhance your individual cultural competence. The purpose is to help you consider your own skills, knowledge, and awareness in your interactions with others, and to recognize what you can do to become more effective working with diverse students, families, and colleagues. To that end, you will be required to consider questions like: What specific areas (awareness, knowledge, skills) do you think you should address as you work to become an educator? Why those areas? How could you do that? Students must earn at least an 80% on this assignment to pass this course.

DEI Intercultural Activity Reflection

For this assignment, you must attend one of the signature DEI events (more on this in class), and thoughtfully reflect on your experience. In alignment with Cushner et. al (2022), this assignment aims to help you develop an understanding of how individuals are socialized into their immediate social and individual identity group, and also to address your ability to accept and interact more effectively with people different from yourself. Both of these skills are important for educators, because educators work with students, families, and colleagues of different cultures regularly. You will be required to reflect on questions like: How did my own life

experiences/worldview influence my understanding of/participation in the activity I chose? What did I learn from participating in the activity (What challenged my way of thinking? What inspired me to grow intellectually)?

Pre-Clinical Experience Reflection Paper

As part of this course, you're required to complete 12 pre-clinical experience hours. This paper is for you to connect your pre-clinical experience to the content you experienced in the lecture section. It is also an opportunity for you to practice and demonstrate your professional writing. You are to write your takeaways from your field experience. Detailed information and guidelines for the assignment are posted on Canvas. Completion of this assignment is required to pass the class.

View Grades/Feedback in Canvas

Points you receive for graded activities will be posted to the Canvas Grade page. Email me if you do not see your assignment grades within 72 hours of submitting the assignment.

Course Schedule*

Course Outline

(Subject to Change)

	Date	Topic	Reading Due	Homework Due
Week one		Introduction		
	9/6/23			
Week two	9/11/23	Community Building	Sensoy and DiAngelo, Chapter 1	Where I'm From, Reading Quiz 1, Response to the Syllabus
	9/13/23		Brave Spaces	
Week three	9/18/23	Critical Thinking	Sensoy and DiAngelo Chapter 2 and MindMup Instructions	MindMup practice
	9/20/23			
Week four	9/25/23	Education in a Changing Society	Cushner, Chapter 1	
	9/27/23	Multicultural education and global education	Cushner, Chapter 2	
Week five	10/2/23	Culture and Culture Learning Process	Cushner, Chapter 3	Cultural competence assessment (#1)
	10/4/23			Cultural Competence Self-Reflection (#1)
Week six	10/9/23	Inter-cultural Development and Self-Reflection	Cushner, Chapter 5, Self-Reflection	IAT #1, use MindMup to explain why you got your results

	10/11/23		Read Bobbi Harro Cycle of Socialization and Watch https://www.youtube.com/watch?v=RsltdV4jWAO	
Week seven	10/16/23	Classrooms as cultural crossroads	Cushner, Chapter 4	
	10/18/23		Listen to Culture Wars Podcast and read related articles	
Midterm				
Week eight	10/23/23	The Equity Literacy Framework	Gorski (Chapters 1 and 2)	
	10/25/23			DEI Event Reflection
Week nine	10/30/23	Indigenous people/ Native Americans		TBD
	11/1/23			TBD
	11/3/23	ACT 31 Mini-Conference		
Week ten	11/6/23	Socio-economic Status	READING TBD Gollnick and Chinn Chapter 3	Watch Poor Kids https://www.pbs.org/video/poor-kids-update-o0msfd/
	11/8/23		Gorski Chapter 3	
Week eleven	11/13/23	Race and Ethnicity	Cushner Chapter 6	Watch American Denial
	11/15/23		Gorski, Chapter 6	
Week twelve	11/20/23	Race and Ethnicity		
	11/22/23			
Week thirteen	11/27/23	Gender	Reading TBD, Watch Tough Guise	

	11/29/23		Gorski, Chapter 7	
Week fourteen	12/4/23	LGBTQ+		Gender Revolution: A Journey with Katie Couric: https://login.ezproxy.uwsp.edu/login?url=https://video.alexanderstreet.com/p/w022RKgwz
	12/6/23		Gorski, Chapter 9	
Week fifteen	12/11/23	(Dis)ability and Exceptionality	Read Cushner, Chapter 12 Watch Lives Worth Living	Cultural Competence assessment (#2)
	12/13/23	Bringing it all together		Cultural Competence Self-Reflection (#2)
EXAM Week: December 18-22 Preservice Teacher Practicum Reflection Due Last day of the semester December 22				