



School of Education
College of Professional Studies
University of Wisconsin-Stevens Point

EDSU 820

Social Justice Education for Sustainability

Fall/2019

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Communicating with your Instructor

Standard protocol is to allow 24-48 hours for a return communication. I am usually quicker than this! ☺ There is no shortage of ways to get a hold of me and please reach out to me. I am here for you as your #1 cheerleader!

I am available online or in person by appointment. I aim to have some time available in the evening and some weekends to accommodate working adult schedules. My Outlook calendar is up to date and as a student, you have access to the calendar to schedule a time to meet me. Other ways we can communicate is through Microsoft Teams (video, audio, synchronous chat). I am open to various ways of communicating that allow us to be in touch; online learning can be lonely if you do not reach out. Please reach out to me and/or your cohort members.



CHAT TEAMS AND EMAIL: The quickest way to reach me is using Remind App for short messages. For course subject matter related questions and dialogues, Chats in Teams is best. For longer more program procedural type of correspondence email at:
joneil@uwsp.edu



CALL: Call my office any time (715-346-3292). Leave a voicemail if I do not answer. Voicemail goes to my email so I know if you call and can get back to you soon.



VIDEO: Teams has a video feature. Works GREAT for easy, quick connection. Depending on your needs, we can set up a way to communicate via video for a time to chat in more depth.

Communicate Clearly and Correspondences

Correctly title emails. If it is a topic change, be sure to start a new email that is labeled with the matching topic. Include the entire thread of an ongoing email conversation so that I can recall the history of your question/s without searching past emails. I will not open attachments without messages indicating what it is. If your correspondence is content/subject matter related, I would prefer you use the course workflow communication, so we can keep track of correspondences in one place (Teams or Canvas).

Course Information

Course Description

This course is an advanced and in-depth exploration of the issues of power and inequality by addressing current issues from a variety of perspectives, possibilities, and geographies. Key course concepts for social justice in education include cultural frameworks, social construct, and politics of epistemology. Students will examine historic and contemporary examples of informal and formal educational institutions as mechanisms of social, political, ecological, and economic systems. Students will engage in critical research, analysis, writing, and development of programs in their field that strive to balance social justice education and learning *as* sustainability.

Program Learning Outcomes

Students will be able to use and analyze data for informed decision making in professional practice

- Students will be able to identify the social, cultural, economic, and political human systems that create a sustainable society
- Students will be able to consider diverse audiences and integrate inclusive practice into sustainable environments
- Students will be able to demonstrate leadership to challenge existing norms, and create a holistic and ecological model for decision making as it relates to educational and community systems

Course Learning Outcomes (CLO)1`

A learning outcome is a statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) because of a learning experience.

1. discern the key characteristics and ways of knowing of the environmental, social, cultural, economic, and political influences
2. examine conflict, war, and diaspora in relationship to environmental scarcity, security and sustainability
3. examine their own perspectives in light of perspectives, possibilities and geographies
4. articulate an inclusive vision that addresses all people in society
5. challenge current structure and practice and extend current thinking in order to envision and implement a new structure for education and community sustainability
6. engage in critical research, analysis, writing, and add a component of social justice education and learning as sustainability into a programs in their field

Core Course Projects

Core Projects	CLOs
Project #1: Diversity, Including, Power and Privilege: Linking Social Justice and Sustainability	(1,2)
Project #2: Modeling Change: Critical Analysis of Social Justice in Your Context	(2,3,5)
Project #3: Pick Your Pedagogy: Pedagogy for a Regenerative World	(4, 6)

Course Materials

Required articles:

See Teams project files

Required Textbooks:

Martusewicz, R. A. (2014). *EcoJustice Education: Toward Diverse, Democratic, and Sustainable Communities*. Routledge.

In Dentith, A. M., & In Griswold, W. (2017). *Ecojustice Adult Education: Theory and Practice in the Cultivation of the Cultural Commons: New Directions for Adult and Continuing Education, Number 153*.

Supplemental Reading:

See resources in Teams. Sustainability as we know it takes a diversity of approaches to change and also encompasses justice for both human and non-human. So, if you are more focused on the human dimension and critical social justice concepts, foundations and approaches, three you may enjoy:

- In Baltodano, M., In Darder, A., & In Torres, R. D. (2017). *The critical pedagogy reader*.
- Sensoy, Ö., & DiAngelo, R. (2017). *Is everyone really equal?: An introduction to key concepts in social justice education*.
- Young, I. M. (2011). *Justice and the politics of difference*.

If you are seeing more on restorative approaches to social-ecological justice, two of my favorites are:

- Hathaway, M., & Boff, L. (2009). *The Tao of liberation: Exploring the ecology of transformation*.
- Macy, J., Brown, M. Y., Fox, M., & Macy, J. (2014). *Coming back to life: The updated guide to the Work that reconnects*.
- Martusewicz, R. A. (2018). *A pedagogy of responsibility: Wendell Berry for ecojustice education*.
- Amster, R. (2016). *Peace ecology*.

If you are seeking critical eco-approaches this is recommended:

- Kahn, R. V. (2010). *Critical pedagogy, ecoliteracy, & planetary crisis: The ecopedagogy movement*. New York: Peter Lang.

Grading and Evaluation

Holistic Grading System

All work should be completed in a progressive manner to allow instructor to give continual feedback for improvement. This feedback may come in the form of engaging in the discussions and project work as well as assignments submitted. It is expected that students incorporate feedback for improvement for their future work. Holistic work for three projects will be evaluated against the holistic grading rubric for the midterm and final grade.

Assessment Requirements:

Here is an outline for your reference. You will be instructed on this process.

Midterm

- a. Student submits holistic grading rubric
- b. Instructor responds to holistic grading rubric
- c. Set up a 15 minutes meeting with instructor per instructor or student request only

Final

- a. Student submits holistic grading rubric
- b. Instructor responds to holistic grading rubric
- c. Set up a 15 minutes meeting with instructor

Holistic Grading Criteria Rubric

A = Strong Evidence = Distinguished B = Evidence Found = Competent C = Emerging Evidence D = Weak Evidence = Developing F = No evidence = Fail = F

CRITERIA
Conceptual: Connects concepts to other subjects Improves work based on feedback from instructor and peers Applies content to new ideas
Skill acquisition: Demonstration effective critical analysis Utilization of valid and reliable support resources Uses APA format citation correctly Doctoral level writing standard
Workflow: Follows project guidelines and navigates flow of a project
Peer support: Consistent and ongoing collaboration and sharing Fosters deeper understanding in the group
Communication: Timely, active ongoing engagement Effective, professional written communication

NOTE: Minuses and pluses are earned if you fall within the middle of the listed criteria table.

Late Work

It is important to identify your role in projects and deadlines for projects. Projects have smaller components to them that need to be completed. It is important that you are participating in each of the parts of the projects. The holistic grading rubric criteria holds high standards for timely work. Late work may result in lower marks in this rubric effecting your overall grade. After the first summer term of courses; this will be more adhered to given the learning curve of new technology.

Attendance and Participation

Participation is expected. Attendance at synchronous seminars are expected. Ongoing visibility on projects is expected. If I do not “see” you, I will reach out to you. If you are having issues and need to step out for a few days/week, please let me (and your classmates know) if it will affect your contributions to projects. Communication is KEY! See holistic grading rubric you have all contributed to setting for your studies. The course are set up in a way to maximize workflow at an adult learning level. My expectation is that you are active in the projects assigned at a timely pace.

Incompletes

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is evidence and/or explanation of some work completed. All incomplete course assignments must be completed within one calendar year (extensions may be granted under special circumstances). The grade will reflect this effort. Please speak with instructor regarding procedure for incompletes.

Learning Technology

Technology Philosophy

As you will be learning about how we change systems of teaching and learning, in your studies, you will have an opportunity to embody this by the workflow set forth in your studies. As you will see, I do not have everything set up “packaged” in modules or anything of the sort. Instead, we will work on projects – as a class, in small groups, and individually. We will practice a Sustainable Education by building in a handful of “tools” and skills you will use for sustaining your studies. The intention is to use technology intentionally to build both individual, student to teacher, student-to-student and group collaboration bring your learning to life...remotely.

Coming at this from an ontology of systems thinking and emergent properties. (An emergent property is a property, which a collection or complex system has, that cannot occur as an individual alone.) For our case, we are using this thinking to build several forms of technologies to come together to offer a whole, meaningful learning experience for you.

The other way I think of an emergent property is in how we function as a cohort community of learners. With respect that every bit of technology will not be everyone’s favorite, we will commit to what we know is for the good of the whole. With that, there may be some technology that we choose that works best, what might need to be dismissed and what might need to be added. I invite you to please give it a try!

Technology Policy

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly other than (Edublog) which is password protected but you can share the password of your site. Some assignments require account creation for online programs. In any technology we use, your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission, including FlipGrid, which is also password protected. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then you may request an alternative mode of delivery.

Student Technology Expectations

In this course you will be expected to complete the following types of tasks.

- communicate via email and the Canvas Inbox
- complete basic internet searches
- download and upload documents to the LMS
- read documents online
- view online videos
- participate in online discussions
- complete quizzes/tests online
- submit files to Canvas
- participate in synchronous online discussions

Microsoft Teams

This course will be taught using Teams.

Microsoft Teams is yours that will stay with you throughout the duration of your studies.

Please watch this video to learn about Teams: <http://bit.ly/2QR2MG7>

We mostly use Teams for communication outside of class or Canvas. It is a good place to Chat, seek advising, ask one on one questions privately, connect with a classmate outside of class, connect with other cohort members and to access the Cross-cohort HUB and the Writing HUB.

Edublog

Throughout your studies, you will maintain EduBlog for product pieces and blog type of interaction. I will not grade or comment/critique your work in EduBlog. That type of feedback will occur in Canvas before you upload a piece. You are more than welcome to upload other pieces not required, to EduBlog as your portfolio, and thoughts and ideas grow.

End Note (individual with limited social/sharing)

REQUIRED: EndNote is supported by the UWSP library and is very good for reference management and advance writing integration. I did add you all to a group account so we can share articles that we find during library searches. The one drawback is that you cannot sub-group the articles so it may get unorganized fast. There are a couple thins it does not do too well or at all is: social learning; upload articles; or allowing us to subfolder/categorize within a group.

Other Tech Software

In addition to these main workflow technologies, you may be introduced to project dependent technologies/software integrated into Canvas.

Plan on seeing the following in various courses as needed (not comprehensive):

1. **LucidChart** – mapping (good for lots of things!)
2. **Tiki-toki** – interactive historical timeline
3. **Flipgrid** – short video recorded discussions

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, view this website. <https://www.wisconsin.edu/dle/external-application-integration-requests/>

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites (HTTPS instead of HTTP) whenever possible
- Have updated antivirus software on your devices

Statement about Services that have not been approved by UW-System

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. The instructor of this course will not share your academic records (grades, student IDs). Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. Examples of additional risks include data mining by the company providing the service, selling of your email to third parties, and release of ownership of data shared through the tool. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you. **[UWSP Handbook Chapter 9 Section 5]**

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Post Reply" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

University Policies

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.

Religious Beliefs Accommodation

It is UW System policy 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 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 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 requirement before or after the regularly scheduled requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities

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.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu

Statement of Policy

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 in 609 ALB, or (715) 346-3365.

Academic Honesty

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

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.

Student 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](#).

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.

Help Resources

Advising	IT Technology Issues
<p>Joy O'Neil Director of Educational Sustainability Assistant Professor joneil@uwsp.edu Phone: 715-346-3292 Office: CPS 437</p> 	<p>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.</p> <p>Technical Assistance If you need technical assistance at any time during the course or to report a problem with Canvas you can:</p> <ul style="list-style-type: none">• Visit with a Student Technology Tutor HYPERLINK "https://www.uwsp.edu/tlc/Pages/ComputerGuides.aspx"• Seek assistance from the IT Service Desk (Formerly HELP Desk)• IT Service Desk Phone: 715-346-4357 (HELP)• IT Service Desk Email: techhelp@uwsp.edu

Credit: Final Syllabus authored by Ed.D. Doctoral Program Director, Joy O'Neil, Ph. D. and Instructional Designer, Eric Simkins, UWSP Center for Inclusive Teaching and Learning. Please do not modify syllabus contents without permission.