

EDUC 205: Pluralism for Educators
Fall 2020

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Office: College of Professional Studies, Room 450
Office Hours: Tuesday 11.00-1.00 (Zoom) or by appointment

Section	Day	Time	Location
EDUC 205-3	Tuesday	09.00-10.55	CPS 322
EDUC 205-4	Tuesday	13:00 – 14.55	CPS 322
EDUC 205-5	Wednesday	11.00-12.55	CPS 322

COVID MODALITY:

EACH SECTION WILL BE DIVIDED INTO 3 COHORTS. FIRST COHORT WILL BE PRESENT IN THE FIRST HOUR IN THE FIRST WEEK. THE SECOND COHORT WILL BE PRESENT IN THE SECOND HOUR IN THE FIRST WEEK. THE THIRD WILL BE PRESENT IN THE FIRST HOUR IN THE SECOND WEEK.

Important Note: Since we are going through tough times, this syllabus, along with course assignments and due dates, are subject to change. Any changes will be clearly noted in a course announcement and/or through email.

Catalog 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 are applicable to almost all areas of work and citizenship. I'll encourage you to share examples and experiences in class that help your peers better understand and connect with the course content.

This course is founded on the assumption that there is injustice in the world and that inequities exist. At times throughout this course, you may feel that their values and beliefs conflict with others in the class or with other readings. However, do not forget that learning takes place most when we willing and able to stretch outside our comfort zone to try to understand something new and different.

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

This course includes the history, culture, and tribal sovereignty of the eleven federally-recognized American Indian nations and tribal communities (Wisconsin Act 31)

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.

Aligned TASC Model Core Teaching Standards:

The TASC 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 the standards.

2. Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

edTPA Assessment

edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. edTPA is a subject-specific assessment that includes versions for 27 teaching fields. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment

Rubric-1: Planning: Planning for literacy Learning

Rubric-2: Planning: Planning to support Varied Student Learning Needs

Rubric-3: Planning: Knowledge of Students to Inform Teaching and Learning

Rubric-4 Planning: Identifying and Supporting Language Demands

Rubric-5 Planning: Planning Assessments to Monitor and Support Student Learning

Rubric-6 Instruction: Learning Environment

Rubric-7 Instruction: Engaging Students in Learning

Rubric-8 Instruction: Deepening Student Learning
Rubric-9 Instruction: Subject-Specific Pedagogy: Using Representations
Rubric-10 Instruction: Analyzing Teaching Effectiveness
Rubric-11 Assessment: Analysis of Student Learning
Rubric-12 Assessment: Providing Feedback to Guide Learning
Rubric-13 Assessment: Student Use of Feedback
Rubric-14 Assessment: Academic Language: Analyzing Students' Language Use and Subject-Specific Learning
Rubric-15 Assessment: Analyzing Teaching: Using Assessment to Inform Instruction

EDUC 205 offers good preparation for success on Rubrics 2 and 3

Rubric-2: Planning: Planning to support Varied Student Learning Needs

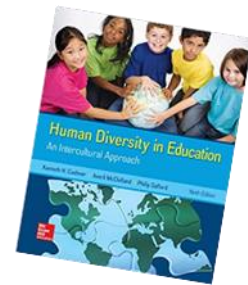
Rubric-3: Planning: Knowledge of Students to Inform Teaching and Learning

Course book:

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

Other readings will be handed out in class, posted on Canvas, or obtained independently by students.

I will put my presentations on Canvas under each module after each class.



Learning Online

This course is online with some meetings. While there are many advantages to this approach, there are some significant challenges. Unfortunately, online courses often have a higher drop or failure rate than face-to-face courses. There are some simple steps we can take to ensure you have a successful experience.

It's very important that you complete all the readings carefully. Please don't hesitate to contact me, with questions about the course or assignments, questions about the reading or other content, problems in your life, etc.

Don't worry about looking foolish or wasting my time. 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.

You will submit all assignments to CANVAS.
Do not email me any assignments but your questions.

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.

All submissions must be typed using 12-point Times New Roman font, with 1-inch margins on all sides. A cover page specifying the assignment and student's name must be included. APA style should be approximated

DO NOT SUBMIT GOOGLE DOC LINKS FOR YOUR ASSIGNMENTS UNLESS OTHERWISE SPECIFIED

Important Note: Please note that Practicum Assignment is Signature Embedded Assessments and must be turned in in order to pass this course regardless of your total points earned or final percentages. In other words, failure to complete any of this assignment will result in course failure.

Practicum (Field Experience)

As part of this course, you're required to complete 12 practicum hours. See the "Practicum" module for the details, resources, and assignments in this link

Assignments

We do not have any exams but assignments

#	Assignments	Possible Points	Submit to
2	Documentary Discussion	40	Canvas
3	"Online" Activities	90	Canvas
4	Movie Analysis	45	Canvas
5	Participation	20	Canvas
6	Practicum Reflection	55	Canvas
7	Reflective Posts	130	Canvas
8	Study Questions	20	Canvas
	Total	400	

Grading Scale:

Grading Scale			
Percentage	Grade	Percentage	Grade
100%-94%	A	76-74%	C
93-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	60 & Below	F
79-77%	C+		

I reserve the right to bump a grade up (especially if it's close) based on your participation and performance in the class and my professional judgment.

“Online” Activities

Throughout this course you will be expected to complete activities corresponding to textbook chapters. Types of tasks may include completing basic internet searches, downloading and uploading documents to Canvas, reading documents online, viewing online videos, participating in online discussions, completing tests online, participating in asynchronous online discussions. You will earn points for participating in and submitting various activities. Although most activities are due on the weekends, you may work ahead and complete them/turn them in early. For each chapter/module we cover, you will be required to complete some activities. Guidelines are embedded in related chapters

Movie Analysis Paper

You will be asked to watch one of the movies about diversity and pluralism. You can choose one of those movies below: NOT BOTH JUST ONE OF THEM.

-My name is Khan (2010)

-Crash (2004)

Your paper will be an analysis of the diversity or multiculturalism evident in these movies. The purpose of the paper is to prompt you to critically apply the course concepts using a specific example of education. I have reserved movies for you in the library. Look at the guideline how to use the library. Please, do not wait until the last day to watch it. For the detailed info and guidelines for the assignment, go to this link.

Online Documentary Discussions

Online Discussion Boards are an important aspect of this course. You will be asked to watch 5 documentaries about diversity and pluralism. Documentary names are posted on Canvas.. Each student is required to post his or her thoughts on the documentaries after watching

them on the Canvas discussion board by the given date. In the spirit of encouraging a collaborative learning environment, you are to respond to each other's discussion on Canvas. These discussions should indicate that you watched the documentary. So you would better give some specific content or something that proves you watched the documentary. When necessary, the instructor will respond to the discussion posts. To receive credit, students' discussions should be posted on Canvas by the due date. For the detailed info and guidelines for the assignment, go to this link.

Practicum Reflection Paper

As part of this course, you're required to complete 12 practicum hours. This paper is for you to connect your practicum 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. For the detailed info and guidelines for the assignment, go to this link.

Reflective Posts:

In this assignment, you will respond to the readings on the book and online for each module. You'll write a discussion post (like a diary entry or blog post), and share it with the class. For the detailed info and guidelines for the assignment, go to this link.

Study Questions:

For most readings, there are some study questions. You should answer all the questions in your head. As an assignment, you must answer 2 study question in writing. You only need to answer 2 questions in total. for all readings (not 2 questions/reading). For the detailed info and guidelines for the assignment, go to this link.

FOR FULLY ONLINE STUDENTS:

As an assignment, you must answer 2 study question in EACH MODULE. You need to answer 2 questions each week (2 questions/reading). This counts towards your attendance. For the detailed info and guidelines for the assignment, go to this link.

Participation.

For in-person attendees: In this course you should strengthen your abilities to collaborate with your peers and become a contributing member of a dynamic learning community. Your attendance and participation is essential. Collaboration with your peers outside class is strongly encouraged. **SOME CLASSES WILL BE ON ZOOM. ALL STUDENTS INCLUDING THOSE WHO DO NOT PARTICIPATE IN-PERSON CLASSES HAVE TO BE PRESENT IN ZOOM MEETING.** Students may be asked to discuss textbook and lecture material in small groups. Attendance in the class is highly recommended. Each class will involve discussion of the readings, mini-lectures, and in-class projects and activities. It is in your best interest to attend every class and to participate actively. When you are absent from class, the class as a whole

and you as an individual miss an opportunity to learn. However, I also understand that emergencies and illnesses occur and those events may cause you to miss class. You are allowed only 2 absences for illness or personal emergency from this course.

At the end of the course, if you miss 2 or fewer classes, you will receive full points for attendance; and after the second class missed, you will have a deduction of 4 points for each class you missed. More than 4 absences are a serious cause for concern; they will necessitate a conference with me.

You could attend other cohorts if you are allowed by your instructor. So, please email your instructor in advance.

Having said that, when you miss in-person classes, you could make up by submitting 2 study questions for each module

For online attendees: Your attendance and participation is essential. Collaboration with your peers outside class is strongly encouraged. **SOME CLASSES WILL BE ON ZOOM. ALL STUDENTS INCLUDING YOU HAVE TO BE PRESENT IN ZOOM MEETING.** You are to submit 2 study questions from each module on Canvas. You are allowed only 1 missing for illness or personal emergency from this course. 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. At the end of the course, if you miss 1 modules, you will receive full points for attendance; and after the first module, you will have a deduction of 4 points for each class you missed. More than 4 missing modules are a serious cause for concern; they will necessitate a conference with me.

Course and University Policies

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 turned in within 48 hours of the due that have a maximum value of 80% of possible points. An assignment turned in between 3 and 5 days late can earn a maximum of 60% of the points possible. After 5 days, I usually refuse to accept a late assignment.

Technology Guidelines

- **Technology Access:** You will need access to the following tools to participate in this course: webcam, microphone, a stable internet connection (don't rely on cellular).
- **Cell Phone Usage:** Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well. The instructor will notify in advance when cell phones will be used for instructional purposes. See me for extraordinary situations that require you to use cell phones.

- The use of ipads and laptops are allowed for the class works not for using your social media accounts or any other works.
- Participation with Online Tools: 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. 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. By participating in these assignments, you are giving consent to sharing 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 an alternate assignment will be offered to you.

Academic Dishonesty

Academic dishonesty will not be tolerated. This includes, but is not limited to, cheating on an exam, plagiarism, and/or giving (or asking for) the questions or answers on a quiz. Breaches of academic dishonesty will result in a failing grade and will be taken up with the university committee charged with prosecuting academic dishonesty. "Turnitin" software will be used for assignments in this course. Turnitin helps students avoid plagiarism and helps instructors give assessment feedback to students.

Here's the policy, for your reference:

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.

To read UWSP's definition of academic misconduct, please consult UWSP 14.03. In short, 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

Students suspected of academic misconduct will be asked to meet with me 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.

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 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

Special Testing Conditions

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 me and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Accommodations will be made for students with physical or learning disabilities who require help in the course. Students who require special testing conditions must provide me with this information within the first week of class.

UWSP Service Desk

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.

COVID-19 Policies

- **Face Coverings:** At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course. (This policy is not applicable to our online/virtual classroom course.)
- **Other Guidance:**
 - Please monitor your own health each day using this screening tool. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
 - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
 - Maintain a minimum of 6 feet of physical distance from others whenever possible.
 - Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
 - Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
 - Please maintain these same healthy practices outside the classroom.

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

TENTATIVE COURSE CALENDAR

Week	Date	Topic	Reading / Agenda	Modality
1	September 2-September 6	Welcome and Syllabus Highlights		In-person/Online

2	September 7-September 13	Education in a Changing Society	Chapter-1 and Online Activities	In-person/Online
3	September 14-September 20	Multicultural and Global Education	Chapter-2 and Online Activities	In-person/Online
4	September 21-September 27	Culture	Chapter-3 and Online Activities	In-person/Online
5	September 28-October 4	Classrooms and Schools	Chapter-4 and Online Activities	In-person/Online
6	October 5 - October 11	Intercultural Development	Chapter-5 and Online Activities	In-person/Online
7	October 12 - October 18	Diversity in Race, Ethnicity, & Racism	Chapter-6 and Online Activities	In-person/Online
8	October 19-October 25	Diversity in Nationality and Region	Chapter-7 and Online Activities	In-person/Online
9	October 26-November 1	Diversity in Language	Chapter-8 and Online Activities	In-person/Online
10	November 2-November 8	Diversity in Religion	Chapter-9 and Online Activities	In-person/Online
11	November 9-November 15	Native Americans Guest Speaker	Online Activities	ZOOM
12	November 16-November 22	Diversity in Gender	Chapter-10 and Online Activities	In-person/Online

13	November 23 - November 29	Diversity in Abilities Guest Speaker (Gender)	Chapter-12 and Online Activities	ZOOM
14	November 30 - December 6	Diversity in Socioeconomic Status (SES) & Class Guest Speaker (Religion)	Chapter-13 and Online Activities	ZOOM
15	December 7 - December 13	Review of the Class		In-person/Online