

Education 205, 2 credits

Syllabus

Spring, 2022

Jesse Mossholder (He/Him/His)
Office Location: CPS 447

Email: jesse.mossholder@uwsp.edu
Office Hours: Mondays from 12-2pm

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.

Section	Day	Time	Location
EDUC 205-01	Wednesday	3-4:50	SCI D314
EDUC 205-05	Thursday	1-2:50	CPS 228

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.

Aligned TASC Model Core Teaching Standards:

The UWSP School of Education has adopted the TASC Core Teaching Standards. 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.

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.

This course focuses on these InTASC Model Core Teaching Standards:

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

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.

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.** 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 penalty to your grade if assignments are turned in late without letting me know ahead of time.

InTASC Model Core Teaching Standards Addressed in this Course:

This course touches on all InTASC Model Core Teaching Standards, and focuses on the ones listed below in the table, as required for licensure by the Wisconsin Department of Public Instruction. Each standard this course meets is aligned to a minimum of one Signature Embedded Assessment. Students must receive a grade of C- or higher on each Signature Embedded Assessment in order to pass the course.

InTASC Model Core Teaching Standard	Signature Embedded Assessment
InTASC Standard 1: Learner Development (a, b, c, d, e, f, h, i, j, k) The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	
InTASC Standard 3: Learning Environments (a, b, c, d, e, f, g, i, j, k, l, n, o, p, q, r) 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.	
InTASC Standard 10: Leadership and Collaboration (a, b, c, d, e, j, l, m, n, o, p, q, t) The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	

Textbook & Supplies:

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.

Please let me know privately if you have difficulty getting supplies for this class, and I will discretely help you.

Pre-Clinical Experience

As part of this course, you're required to complete 12 pre-clinical experience hours. Due to the ongoing pandemic, we will be completing these hours virtually. I will explain this further in class.

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.](#)).

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 actively and fully participate in the activities. I expect you to treat me, your colleagues, and anyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. 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)).

Dispositions:

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 "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and goal-setting.

Emergency Response:

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).

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/Code React – Run/Escape, Hide, Fight. If trapped, hide, lock doors, turn off lights, spread out, and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures (Links to an external site.) for details on all emergency responses at UW-Stevens Point.

Building Rapport:

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that I can help you find a solution.

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

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](#).

COVID-19 Policies

1. Face Coverings. **Face covering means a piece of cloth or other material that is worn to cover the nose and mouth completely.** Given the increased transmissibility of Omicron, I ask that you adhere to these guidelines for the entirety of class. **Do not come to class if you are exhibiting any cold-like symptoms. You will be required to attend virtually until you are either tested and/or symptom free.** A face covering must be secured to the head with ties, ear loops, or elastic bands that go behind the head and must fit snugly but comfortably against the side of the face. Cloth face coverings must be made with two or more layers of breathable fabric that is tightly woven (i.e., fabrics that do not let light pass through when held up to a light source).

A face covering does not include bandanas, single layer neck gaiters, plexiglass barriers, face shields, goggles, scarves, ski masks, balaclavas shirt or sweater collars pulled up over the mouth and nose, or masks with slits, exhalation valves or punctures because public health experts have determined that these types of coverings are ineffective at preventing respiratory droplets from entering the air.

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.

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.

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:

-Freedom Writers (2007)

-Crash (2004)

Your paper will be an analysis of the diversity or multiculturalism evident in these movies.

The paper's purpose 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 on how to use the library. Please, do not wait until the last day to watch it. Detailed information and guidelines for the assignment are posted on Canvas.

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. You can use the website (<http://kanopy.com> (Links to an external site.)) or other sources to watch documentaries. Each student must post their thoughts on the documentaries after watching them on the Canvas discussion board by the given date. The instructor will use students’ posted discussions to assess students’ understanding of the readings and lectures. In the spirit of encouraging a collaborative learning environment, students can also respond to each other’s discussion on Canvas. *These discussions should indicate that you watched the documentary.* Just make sure to include enough

information to verify you actually watched it. When necessary, the instructor will respond to the discussion posts. To receive credit, students' discussions should be posted on Canvas by the due date. Detailed information and guidelines for the assignment are posted on Canvas.

Community Research Presentation

Your major project for this class will include a group community project with your PLC. Each PLC will do a research study on a particular group in the community whose culture is different from your own. Based on the information from your case study, you will introduce that group to the class. Detailed information and guidelines for the assignment are posted on Canvas.

Anchorman For A Day

The idea behind this exercise is to show the relevance of the points we will be covering in class and in our readings to what is happening around us. I want 3-4 students to bring campus, local, national, or international news related to pluralism and diversity into the classroom in each class. I'd like you to bring the campus or local news more than others so that we can be aware of what's happening around us. This news might be an event on the campus or in town that helps us connect with others especially different from us. For instance, the department/school did an activity related to diversity; just bring that news to the class. Or you did something by yourself or with your friends, just bring it to the class. That news might be in the past or the future. You are to hand out the news through PPT or handouts. Detailed information and guidelines for the assignment are posted on Canvas.

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.

Viewing 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 Requirements:

The following assignments are designed to help you foster proficiencies for successful teaching.

Assignment	Brief Description	Points
Respond to the Syllabus	Read the syllabus and follow the prompts to update Canvas and Zoom.	2
Dispositions Self-Assessment	Using Flipgrid, you will self-assess where you are with UWSP's School of Education dispositions.	4
Myers-Briggs Personality Assessment	Using Myers-Briggs, take the self-assessment and evaluate the results	5
EDI Plan	Creating a plan to ensure an equitable education for anyone you are in a position to serve.	15
Social Emotional Lesson/Activity	SEL lesson that highlights several areas of resilience in the classroom.	20
Tulsa Burning Episode 5: The Body	Powerful podcast that highlights the affect trauma plays into historical racism	10
Teaching Philosophy Essay (TPE)	Final project. Teaching Philosophy Essay encourages you to reflect on your approach as an educator and write down what matters to you the most in the field of education.	25

Attendance/Participation

- 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." 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 accesSPoint 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.

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	

XXXIV. Course Schedule*

Course Outline

(Subject to Change)

Date	Topic	Readings to Complete (BEFORE CLASS)	Assignments
January 26 th /27 th	Syllabus Review		Anchorperson For A Day Response to Syllabus

February 2 nd /3 rd	Education in a Changing Society	Chapter 1 (pgs. 19-31)	Anchormperson For A Day
February 9 th /10 th	Multicultural and Global Education	Chapter 2 (pgs. 36-53)	Anchormperson For A Day Documentary Discussion 1
February 16 th /17 th	Culture/Addressing Generational Trauma	Chapter 3 (pgs. 82-86, 97-110)	Anchormperson For A Day Podcast Discussion 2
February 23 rd /24 th	Socioeconomic Status (SES), Resilience, & Personal Awareness	Chapter 4 (pgs. 120-136)	Anchormperson For A Day Community Presentation 1
March 2 nd /3 rd	Socioeconomic Status (SES), Resilience, & Personal Awareness	Chapter 13 (pgs. 420-430)	Anchormperson For A Day Documentary Discussion 3 Community Presentation 2
March 9 th /10 th	Guest Speaker- Poverty	Chapter 6 (pgs. 188-203)	Anchormperson For A Day Podcast Discussion 4 Community Presentation 3
March 16 th /17 th	Intercultural Development/Dialogue/Tolerance	Chapter 7 (pgs. 229-240, 246-248)	Anchormperson For A Day Community Presentation 4
March 30 th /31 st	Race, Ethnicity, & Racism	Chapter 8 (pgs. 265-277)	Anchormperson For A Dy Documentary Discussion 5 Movie Analysis Paper Community Presentation 5

April 6 th /7 th	Race, Ethnicity, & Racism		Anchorperson For A Day Community Presentation 6
April 13 th /14 th	Race, Ethnicity, & Racism		Anchorperson For A Day Community Presentation 7
April 20 th /21 st	Ability-Disability		Anchorperson For A Day Community Presentation 8
April 27 th /28 th	Religion		Anchorperson For A Day
May 4 th /5 th	Nationality	Chapter 9 (pgs. 290-295, 307-311) Critical Incident (pg. 312)	Anchorperson For A Day
May 11 th /12 th	Gender		Anchorperson For A Day
May 16 th	Finals Week		