

EDUC 205: Pluralism for Educators
Spring 2020

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Office: College of Professional Studies, Room 433
Office Hours: Wednesdays 11.00-1.00 or by appointment

Section	Day	Time	Location
EDUC 205-1	Monday	12:00 - 13:50	CPS 233
EDUC 205-6	Wednesday	13:00 - 14:50	CPS 230

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).

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

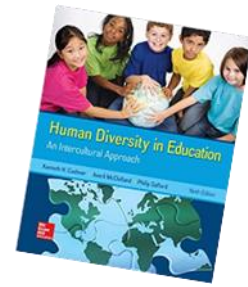
EDUC 205 offers good preparation for success on Rubrics 2 and 3

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.

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

#	Assignments	Possible Points	Due Date
1	Response to the Syllabus	4	(by 9/13, 11:59 pm)
2	Anchorperson for a Day	10	Week-4 and ongoing
3	Documentary Discussion	30	Week-4 and ongoing
4	Community Research Presentation	60	Week-5 and ongoing
5	Movie Analysis	40	(by 11/10, 11.59)
6	Attendance	16	ongoing
7	Practicum Reflection	40	(by 12/15,11.59)

Grading Scale:

A	188– 200%	B-	160 – 197%	D+	134 – 139%
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A-	180 – 187 %	C+	154 – 159%	D	128 – 133%
B+	174– 179%	C	148 – 153%	D-	120 – 127%
B	168 – 173%	C-	140 – 147%	F	< 120%

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.

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.

Respond to the Syllabus

By the due date, I would like you to read the class syllabus carefully and then to write down your understanding of various points. This is so I can be sure you understand what you are getting yourself into. You automatically receive full points if you complete it on time. By completing this assignment, you are saying that you've read the syllabus. You're also saying that if you have any questions about the syllabus, you have asked me, or you will ask me. In this assignment, you will also introduce yourself to me. I will read your introduction and reply to you individually. Detailed info and guidelines for the assignment are posted on Canvas.

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. 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.. 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. 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 a group. Each group 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. Each class, I would like 2-3 students to bring campus, local, national or international news that is related to pluralism and diversity into the classroom. 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 get connected 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 in the future. You are to hand out the news through PPT or handouts. Detailed information and guidelines for the assignment are posted on Canvas.

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. Detailed information and guidelines for the assignment are posted on Canvas.

Course and University Policies

Attendance. 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.

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 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.

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.

Cell phone and laptop policy. Cell phones should never be present during class time, even if silent or in vibration mode unless invited by the instructor for specific classroom learning experiences. 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.

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.

TENTATIVE COURSE CALENDAR

Week	Date	Topic	Reading / Agenda	Assignment/ Sharing Due
1	Jan.21-24	Welcome and Syllabus Highlights		
2	Jan. 27-29	Education in a Changing Society		Response to Syllabus (by 2/1, 11:59 pm)
3	Feb. 3-5	Multicultural and Global Education		
4	Feb.10-12	Culture		Documentary Discussion-1 (by 2/15,11.59 Anchorperson for a Day
5	Feb. 17-19	Classrooms and Schools		Anchorperson for a Day Community Research Presentation
6	Feb. 24-25	Intercultural Development/Dialogue/Tolerance		Documentary Discussion-2 (by 2/29,11.59 Anchorperson for a Day Community Research Presentation
7	Mar 2-4	Race, Ethnicity, & Racism		Anchorperson for a Day Community Research Presentation
8	Mar 9-11	Religion		Anchorperson for a Day Community Research Presentation
9	Mar 16-18	SPRING GREAK		

10	Mar 23-25	Nationality and Region		Documentary Discussion-3 (by 3/28,11.59) Anchorperson for a Day Community Research Presentation
11	Mar 30-1	Language		Anchorperson for a Day Community Research Presentation Movie Analysis (by 11/10, 11.59)
12	Apr 6-8	Religion		Anchorperson for a Day Community Research Presentation
13	Apr 13-15	Age and Developmental Issues -Ability-Disability		Documentary Discussion-4 (by 4/18,11.59) Anchorperson for a Day Community Research Presentation
14	Apr 20-22	Socioeconomic Status (SES) & Class		Anchorperson for a Day Community Research Presentation
15	Apr 27-29	Personal Awareness Field Experience Sharing		Documentary Discussion-5 (by 5/2,11.59) Anchorperson for a Day
16	May 3-5	Review of the Class		Practicum Reflection (by 5/9,11.59)