

Education 205: Pluralism for Educators

University of Wisconsin – Stevens Point
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Instructor:

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Office Hours: Wednesday: 9:00am-10:00am & Thursdays 9:00am-10:00am or by appointment

Required Textbook:

Cushner, K., McClelland, A. & Safford, P. (2014). *Human Diversity in Education: An Intercultural Approach*. McGraw Hill.

The practicum and synthesis paper for this course serve as the experiential learning project requirement for the General Education Program.

Course Description:

This course introduces students to issues and concepts of diversity in education and other human service fields. Activities and assignments in this course are intended to help students gain a broad understanding of issues impacting the personal and school lives of school-age students from a variety of backgrounds. Most of the examples used in this course are geared towards educators but the issues and concepts are applicable to almost all areas of work and study. Students are encouraged to share examples and experiences in class that help them better understand and connect with the course content. A level 1 practicum experience is required.

Student Learning Outcomes (SLO's):

Students are able to...

- Demonstrate an understanding of the history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.
- Demonstrate an understanding of the history, culture, and contributions of women and various racial, cultural, language, and economic groups in the United States.
- Articulate his/her own culture, both objectively and subjectively.
- Demonstrate an understanding of the psychological and social implications of discrimination, especially racism and sexism in American society.

Course Dispositions:

Most of us know that educators are evaluated on their knowledge of content and skills. Oftentimes however, we forget or are unaware of the fact that educators and professionals in general, are also evaluated on their *dispositions*. Unlike knowledge of content and skills, dispositions are much more challenging to measure. Nonetheless, having acceptable dispositions are extremely important to the success of professionals. Dispositions can be defined as virtues, ways of being or expressions. While some may describe dispositions as beliefs and values, I prefer the word virtues for the reason that virtues are considered ways of being that are more universally accepted. An example of a virtue is caring; all individuals going into teaching must be caring. Someone who is perceived as potentially uncaring (especially of students), may want to consider a different career choice where caring for others is not as important of a virtue.

Appropriate dispositions should be demonstrated throughout the course. One of the most valuable dispositions in this course is professionalism. It is expected that students approach this course as if it were the beginning of his or her career. This includes being prepared for every class period, turning in assignments on time, attending every class unless there is an and letting me know in advance when a class will be missed

emergency. It is critical to be on-time in this course; we have lots to cover. Informing me that you will miss a does not necessarily mean that the you will be excused for that class period. See Attendance section for details.

Students are allowed to bring laptops/tablets to class for the purposes of taking class notes and drawing diagrams related to the course content. At times, students may be granted permission to use laptops and tablets for other purposes, but etiquette must be observed at all times and is considered a part of professionalism.

POLICIES

Laptop/tablet etiquette:

- I encourage use of a laptop to take notes, refer to the D2L course, and enhance the learning environment by researching appropriate material/literature/websites to share with the class.
- I am a supported or reduction of paper waste and embrace the use of technologies for these purposes as well as to enhance learning. As a matter of fact, that is one of the reasons why you will see such a thoughtful D2L course format – to not only support that classroom instruction but to support your entire learning experiences and accommodate a diversity in pedagogies (we are future educators after all and exploration of pedagogies to accommodate an inclusive environment is our job 😊)
- I do not support use of technology in the classroom that takes away from the very short time I have with you. Therefore; please:
 - Avoid checking email, playing games, completing assignments, going online, or using the laptop/tablet in any way that takes away from your own (or classmates') attention or engagement in class.
 - Uncertainties about the use of laptops/tablets in class should be brought to the attention of the instructor.
 - Laptops/tablets not in use should be closed and put away – I do not have x-ray vision and cannot see your face behind a monitor! 😊
- Excessive off topic use of devices may result in deduction to your participation grade.
- This is a course in pluralism, please, let us be mindful of one another and take this to practice.

Plagiarism Policy:

Plagiarism will NOT be tolerated. Assignments that are plagiarized will be considered unacceptable and major consequences may follow. If anyone is unsure of whether something is plagiarized, please consult a reference. Assignments are submitted to D2L and Turnitin scans for plagiarism and notifies me of suspicion. It is always better to err on the side of giving complete and full credit to sources and to practice expressing ideas in one's own words. As difficult as this might be, it is part of becoming a better writer. I encourage those who are unsure of the practices of academic honesty to ask for help when needed.

Writing Policy:

It is expected that all pieces of writing submitted for this course be proofread for conventional errors. This includes grammatical errors and incorrect sentence structures. Proofreading is good practice for college students as it demonstrates professionalism and seriousness in one's work. If necessary, please use the writing tutorial services. Another suggestion would be to have someone serve as a peer reader and to provide feedback prior to turning in an assignment. Points may be deducted for conventional errors. APA is required when referencing work

Attendance Policy:

Attendance and participation is essential in this course. Attendance will be taken in each class session. WE have 7 in class sessions and the rest is online. Your schedule delineated each week what you will be doing and where. I will not take online attendance; the online portion is asynchronous. I will assume you are active

online by the submissions of your weekly work. Active participation will only enrich the experiences of all individuals in the classroom and ensure a dynamic learning community – in class and online!

Should you have an emergency requiring an absence, please notify me by phone or email **prior to the class**. One excused absence will be allowed with no grade deduction **IF arranged prior to absence**. Please communicate with me should there be a continued extenuating circumstance.

Each additional absence (and participation) will be tracked by the instructor. As instructor, I will make the decision to lower a student's earned grade up to one full letter grade as a result of significant excused or unexcused absences.

Attendance refers not only to physical presence, but also active mental engagement, participation and professional demeanor. See SOE Dispositions document.

Online attendance will not be taken but, late work will be marked late with by 2 points for each day late on all assigned work.

HYBRID FORMAT

ONLINE: Desire to Learn (D2L) Online Asynchronous Format

In D2L you will find weekly work in a very organized easy to follow format. It is required that you are engaged in D2L regularly. Your assignments are organized weekly and include:

- Course calendar
- Unit topics and readings
- Required Discussions
- Required Assignments
- Place to turn in your work electronically (Dropbox)
- NEWS! – I post NEWS often as a way you keep you informed of content related information and course logistical information.
- My contact information
- Descriptions and rubrics for assignments along with due dates
- Your grades
- Unit tests
- **EVERYTHING YOU NEED TO SUCCEED IN THIS CLASS!!**

If you have a laptop, you may want to bring it into class to refer to your online work for in-class work.

IN CLASS MEETINGS

- I aim to keep our in-class meetings engaging, lively, and yes....FUN!
- We will have a trip to the campus garden, head into the college kitchen lab and cook as well as spend some time in the CCIT technology lab.
- Your participation is paramount. I aim to build an inclusive environment in which I aim for you to feel welcome to participate.
- We will do group work, individual work, guided topical discussion and lecture although I aim to keep it at a minimum.

COURSE ASSIGNMENTS, EVALUATION AND POINTS

1. In class attendance and participation (5 points x 7 class meetings = **35 points**)
2. Commitment to Learning form (**10 points**)
3. Thirteen weekly reflection/responses (10 points for reflection and 5 points for response for a total of 15 points each times 13 = **195 points**)
Reflections and response are done in D2L and is a place where you will have the chance to engage in discussion with classmates online.
 - a. READ: Compete all assigned chapter and any supplemental readings. Supplemental readings, PowerPoints or videos may have assigned and are to give you more specifics into a topic, current events etc...that is addressed in the weekly topic and related to the outcomes. I do not assign reading without good intention.
 - b. REFLECT: Type (no handwritten accepted) reflection to posed weekly topic related questions (see rubric under Start Here link of D2L for instructions, expectations and grading of reflection/responses.)
 - c. RESPOND: Once you post your reflection, respond to a classmate reflection. You can choose anyone's reflection but a good rule of thumb is that if someone already response, try to choose someone else that has not been responded to. See rubric for response format.
 - d. CHECK RUBRIC: See rubric as a guide for format and expectations of reflections and responses
4. Personal Cultural Exploration Project (**30 points**) (see schedule for details)
 - a. Students will complete a personal cultural exploration project. (You will receive a more detailed handout describing this assignment.)
 - b. Your exploration is due by the end of Week 6 at 8:00 am. Place the link to or attachment of your project in the drop box: *Personal Cultural Exploration Project*
 - c. Write about several highlights you are comfortable sharing about your personal cultural exploration in a discussion post in D2L and submit two responses to classmates (by the due date).
 - d. Save this assignment in a very safe place for future placement in education portfolio.
5. 3 Unit tests (40 points each x 3 = **120 points**)
 - a. Tests are multiple choice and true and false directly aligned with the text. They are open book and open for one week prior to due date. It is not timed. be completed online and outside of class time. The third one will take place of the final and include material from unit 3 and a short culminating portion of Unit 1 and 2)
6. Online Activity Assignments (15 points x 7 online activities = **105 points**)
 - a. During online weeks when we are not meeting in class to do activities, you will be assigned an activity to complete on your own/in D2L. (It should be able to be completed for a total time period that you would be in class).
 - b. They are intended to be interactive, proactive and give you space and time to think about the subject matter we are learning about and aligned with outcomes and teaching standards for this course.
7. Practicum: A practicum **MUST** be completed to pass this course. Your practicum responsibilities (in order of completion):
 - a. Secure a Practicum and **SUBMIT PRACTICUM PLACEMENT CONFIRMATION FORM (10 points)**
 - a. Attend the practicum fair of find a practicum on your own. (Attend the Practicum Placement Fair for Stevens Point – these are September 20 and 21 from 10am – 2pm).
 - b. Submit in D2L your practicum agreement for approval from instructor.
 - c. Commit to and complete a minimum of 12 hours.
 - b. Teacher Letter
 - a. This letter is a two-page document that **MUST** be given to your practicum teacher on or before your first practicum experience.

- b. This letter is available in D2L.
- c. Make ALL scheduled practicum times commitments
 - a. See form of practicum professional expectations.
- d. During your practicum:
 - a. Provide support to the students as directed by the teacher.
 - b. Do NOT just sit and observe. If this is all your practicum is providing you I suggest you find an alternative placement
 - c. the practicum should include observing a group/s of students
- e. 3 Practicum Observation Data Collection Assignments (3 assignments of one at 30 points and two at 40 points = **110 points**)
 - a. Due by date on course schedule.
 - b. Make sure to thoroughly respond to all posed guiding questions.
 - c. See description and rubric on D2L.
- f. Verification of Practicum Form (**10 points**)
 - a. Take with you to each practicum visit
 - b. Fill in appropriate sections each practicum visit. Have teacher sign each visit
 - c. Due by the date on course schedule at start of class
 - d. This form must be completed (data and brief description of what you did) and signed by the host teacher.
 - e. *Incompletes for lack of time to complete hours will NOT be granted. Incompletes will only be granted for severe and unforeseen circumstances.*
- g. Practicum Data Collection Synthesis Paper (**40 points**)
 - a. This paper is to be clear, concise and professional.
 - b. It will be a synthesis of data collected from practicum visits.
 - c. This paper should be about 3-4 pages in length (double spaced).
 - d. Include your name and section number on the heading of the paper
 - e. Submit in the Dropbox folder: *Final Synthesis* on D2L by the end of the final time.
 - f. Save this assignment in a very safe place for future placement in education portfolio.

TOTAL POINTS POSSIBLE: **665**

There may be options for a total for extra credit – too be determined.

Late work: I accept late work however; all work will be marked off by 2 points for each day late. Online discussions are an exception to this rule. These will be no longer accepted past ONE week after they are due. The discussion area for will be closed. This is important so that discussions are live and are not treated as an assignment that only affects your grade. Your classmates are dependent on your posts so that they can respond therefore, I am strict with his late on policy on discussions. Grading Scale Each assignment will be scored by taking the number of points earned and dividing it by the total possible number of points for that assignment.

Your final grades will be based upon the following:

• 93-100% = A • 90-92.9% = A- • 87-89.9% = B+ • 83-86.9% = B • 80-82.9% = B- • 77-79.9% = C+ • 73-76.9% = C • 70-72.9% = C- • 60-69.9% = D

Experiential Education General Education and Teacher Education Requirement Performance Tasks

- Your completed Personal Cultural Exploration and your Final Synthesis Paper are the experiential education performance tasks for this class.
- *For education prospective students: Every School of Education (SOE) student MUST maintain a portfolio of artifacts from EVERY SOE course in order to receive a teaching license.
- Keep these two projects in a VERY safe place until you take the portfolio class.
- It is strongly recommended that you save all important documents on your 'H drive'

STANDARDS

InTASC CORE TEACHING STANDARDS

The InTASC 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. More information on InTASC standards is provided on D2L to help students better grasp each of the four categories:

The Learner and Learning:

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development. 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.

Standard #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.

Standard #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.

Content:

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve

problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice:

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility:

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. 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.

*Adapted from the INTASC - Interstate New Teachers Assessment and Support Consortium, a project of the Council of Chief State School Officers. This document is available at: <http://dpi.wi.gov/tepd/standards.html>

Common Core Standards and RtI

Wisconsin has adopted the common core standards as a means of defining how and what instruction is taught at each grade level. Please refer to the link attached if you want to find the common core standards in a curricular area. http://standards.dpi.wi.gov/stn_ccss Wisconsin has a unique vision for the implementation of the framework for RtI. The attached link provides you that framework as well as additional links to PBIS and SIMS. You are strongly encouraged to use this framework when thinking about instructional design. There is also a wealth of resources for understanding Wisconsin RtI located at the Wisconsin RtI Center website that is also included.

<http://rti.dpi.wi.gov/>

<http://www.wisconsinrticenter.org/>

UWSP Community Bill of Rights and Responsibilities UWSP values a safe, honest, respectful and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For information go to:

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

The rights and responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SSR-2010/rightsChapter14.pdf>

American with Disabilities Act: The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADAPolicyinfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center. For more information, please visit the Disability and Assistive Technology Center located on the 6th floor of the Learning Resource Center (Library).

Below is a link to more information: <http://www.4.uwsp.edu/special/disability/>

Accommodations: As part of my commitment to teaching all learners, I am more than happy to discuss possible accommodations and adaptations of assignments with any students who feel it is necessary.

I reserve the right to modify this syllabus at any time. If I do so, you will be informed.