Education in a Pluralistic Society (EDUC 205), 2 credits
Syllabus
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Course Description

- This course is designed to prepare students to be competent educators in a pluralistic society. Current theory and research on the major issues confronting educators in a pluralistic society will be explored including, but not limited to, immigration, poverty, issues particular to Native Americans, African Americans, Hispanic Americans and other cultural/ethnic groups, exceptionality, sexual orientation, religion, and other special interest groups. The knowledge base and rationale for this course is specified in the Wisconsin Department of Public Instruction PI 34.15 (4) and state requirements for teacher education found in Wisconsin Statute 118.19.

Course Learning Outcomes

1. To acknowledge and assess cultural influences in one's own life. (InTASC 9 [i])
2. To acquire knowledge of an educator's role in a diverse and pluralistic society. (InTASC: 1[g], 2)
3. To learn about other cultures, ethnic groups, races, and sexual orientations in order to better address students' backgrounds, experiences, and needs in the educational process. (InTASC: 2, 10[m])
4. To increase personal understanding of education through the history of public schooling and reflect on the evolution of that history from multiple viewpoints (InTASC 10[l]).
5. To state personal attitudes toward diversity, public schooling, and culture while reflecting on the appropriateness of teaching as a future vocation (InTASC 9 [g & j]).
6. To practice effective communication skills regarding politically-charged topics (InTASC 10[n]).

Evaluation/Course Requirements

Learning Requirements	Points
Selected Response Tests (Normative based)	
Quizzes 11@15 points each	165 (51%)
Discussion Posts 13@2 points each	26 (8%)
Diversity and Identity Autobiography	20 (6%)
Enhancement Assignments	15 (5%)
Pre-Clinical Experience (Required to pass course)	100 (31%)
Total Points	**326 (101)**

Course requirements:

Assessments: Selected Response Tests

Students will take ten (15 points) Quizzes during the course. The Quizzes will be on the readings and class discussions. The Quizzes will be 15 multiple choice questions. Quizzes will occur immediately after completing the chapter. You will take the Quizzes outside of class (Canvas).

Purpose: These summative assessments are meant to:

- To enhance knowledge and understanding of course content.
- To acknowledge and assess cultural influences in one's own life. (InTASC 9 [i])
- To acquire knowledge of an educator's role in a diverse and pluralistic society. (InTASC: 1[g], 2)
- To learn about other cultures, ethnic groups, races, and sexual orientations in order to better address students' backgrounds, experiences, and needs in the educational process. (InTASC: 2, 10[m])
- To increase personal understanding of education through the history of public schooling and reflect on the evolution of that history from multiple viewpoints (InTASC 10[l])

Reading Guides: You will be given reading guides for each chapter. These reading guides should be read and understood by the end of each week for discussion posts and quiz readiness. The exact due date for the quizzes and discussions will be posted in Canvas.

Purpose: The purpose of reading guides are to:

- make your reading more purposeful and to have you prepared to discuss the topic covered.
- To acquire knowledge of an educator's role in a diverse and pluralistic society. (InTASC: 1[g], 2)

Discussion Posts: Typically, each week you will post personal examples of various course content and concepts. These can be found in Canvas. Purpose: The purpose of the opportunity is to:

- To develop a deeper connection with the course by developing self-reflective skills that are critical for teacher-researchers.
- To acknowledge and assess cultural influences in one's own life. (InTASC 9 [i]).

- To state personal attitudes toward diversity, public schooling, and culture while reflecting on the appropriateness of teaching as a future vocation (InTASC 9 [g & j]).
- To practice effective communication skills regarding politically-charged topics (InTASC 10[n])

Diversity and Identity Autobiography - 20 points: Examine your identity and your experiences with diversity. There will be two parts to this task.
Purpose:

- To acknowledge and assess cultural influences in one's own life. (InTASC 9 [i])
- To practice effective communication skills regarding politically-charged topics (InTASC 10[n]).

Pre-Clinical Experience: Required to Pass (12 Hours) Paper-100 points: Information and documents are available in the Practicum Module.
Each students will spend 12 hours observing a licensed classroom educators working with diverse populations. The I ntention of this assignment is:

- To acquire knowledge of an educator's role in a diverse and pluralistic society. (InTASC: 1[g], 2)
- To develop a deeper connection with the course by developing self-reflective skills that are critical for teacher-researchers.

Grading Scale: Total points possible = 296

A	94-100%	A-	90-93.9%		
B+	87-89.9%	B	83-86.9%	B-	80-82.9%
C+	77-79.9%	C	73-76.9%	C-	70-72.9
D+	67-69.9%	D	63-66.9	F	<63%

Required Course Materials

Required Textbook: Koppelman, K.L. (2020). ***Understanding Human Differences: Multicultural Education for a Diverse America*** (6th ed.). New York: Allyn and Bacon.
Koppelman, Kent L. Understanding Human Differences Pearson 9780135196731

Technology Guideline

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 classes; I will do so as well. If I notice that you are using your phone during class I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

Online Statement: 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 of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

Inclusivity Statement

(Adopted from Lynn Hernandez, Brown University)

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.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Grading Scale

94 – 100% =A	77 – 79% = C+	
90 – 93% = A-	74 – 76% =C	< 63% = F
87 – 89% = B+	70 – 73% =C-	
84 – 86% = B	67 – 69% =D+	
80 – 83% = B-	64 – 66% = D	

Communicating with your Instructor

Email is the quickest way to reach me at: kgylund@uwsp.edu

Call my office at any time (715-261-6258). Leave a voicemail if I do not answer.

Zoom Video conference is also available by request.

Communicate Clearly

Remember some faculty receive as many as 100 emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. Please indicate your course in the subject line. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. I will not open attachments without messages or messages that are illegible.

Office hours

I am available without an appointment on the days/times listed on the first page of this syllabus. Individual meetings can be arranged through an email request or phone call.

Attendance

Attending to readings and course material will likely be the single most important factor in determining your performance and grade in the course.

Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" below. Additionally, below are attendance guidelines as outlined by the UWSP registrar:

If you decide to drop a class, please do so using myPoint 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 through completion of assignments. If you are not in attendance (subit assignments), 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.

Late Work

- As this is a professional course, late work will NOT be accepted without an email, **PRIOR TO THE DUE DATE**, asking for an extension. This is the same expecatations if you were an employee in a school district. The only other way I will accept late work (without an email) is in an emergency with a Doctor's or Police note. Please don't ask after the fact or you will be told to see the syllabus.

Emergency Procedures

- In the event of a **medical emergency call 9-1-1** or use campus phone [list location in room or nearest your classroom]. Offer assistance if trained and willing to do so. Guide emergency

responders to victim.

- In the event of **a tornado warning**, **proceed to the lowest level interior room** without window exposure at [list primary location for shelter closest to classroom,]. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).

- In the event of **a fire alarm**, **evacuate the building** in a calm manner. Meet at [state logical location to meet 200 yards away from building]. Notify instructor or emergency response personnel of any missing individuals.

- **Active Shooter – RUN. 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 for details on all emergency response at UW-Stevens Point."

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.

Religious Beliefs Accommodation

It is UW System policy (UWS 22) 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.

Equal Access for Students with Disabilities*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.
If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

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
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.

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own,

providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.
(1) Academic misconduct is an act in which a student:
(a) Seeks to claim credit for the work or efforts of another without authorization or citation;
(b) Uses unauthorized materials or fabricated data in any academic exercise;
(c) Forges or falsifies academic documents or records;
(d) Intentionally impedes or damages the academic work of others;
(e) Engages in conduct aimed at making false representation of a student's academic performance; or
(f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the University System Administrative Code, Chapter 14.

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 information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the Title IX page.

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.

Course Schedule*

Obtained from Canvas

Professional Education Journals: Current topics in education and information about research in educational psychology:

American Journal of Education
Journal of Education
Childhood Education
Journal of Teacher Education
Contemporary Education Review
Phi Delta Kappan
Educational Leadership
The Review of Education
Educational Researcher
Theory into Practice
Harvard Educational Review
Young Children

Other journals specialize in reports of research studies or reviews of several studies on one topic. Here are some examples:

Adolescence
Journal of Applied Developmental Psychology

American Educational Research Journal
Journal of Educational Computing Research
American Psychologist
Journal of Educational Research
Child Development
Journal of Experimental Child Psychology
Cognition and Instruction
Journal of Experimental Education
Cognitive Psychology
Journal of Learning Disabilities
Computers in Education
Journal of Research and Development
Contemporary Educational Psychology
Journal of School Psychology
Curriculum Review
Learning and Instruction
Educational and Psychological Measurement
Monographs of the Society for Research in Child Development
Educational Psychology Review
Psychological Bulletin
Elementary School Journal
Psychological Review
Exceptional Children
Psychology in the Schools
Human Development
Review of Educational Research
Instructional Science
School Psychology Review
International Review of Educational Research
Teaching and Teacher Education
Journal of Applied Behavior Analysis