Course Syllabus

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EDUC 205: Pluralism

Fall 2021

Instructor: Jesse Mossholder (he/him/his)

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Office Hours: Wednesdays 12-2:00 pm or by appointment

* Virtual office hours are from 10-2 pm on Fridays

Section	Day	Time	Location
EDUC 205-01	Monday	12-1:50	CPS 228
EDUC 205-02	Monday	3-4:50pm	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 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 exis*t. 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).

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.

2. 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.
3. 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.

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

Coursebook:

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 (formerly known as "practicum" [Field Experience])

As part of this course, you're required to complete 12 pre-clinical experience hours. See the "Pre-clinical experience" module for the details, resources, and assignments.

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.

*All assignments must be turned in before the next class starting to get full credit.

Respond to the Syllabus

I would like you to read the class syllabus carefully and then write down your understanding of various points by the due date. 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:

-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 (http://kanopy.com/)**) 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.

Professional Learning Community (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.

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.

Anchorperson 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.

Course and University Policies

Attendance. Attendance in the class is highly recommended. Each class will involve a 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. After the second class is missed if you do not want to lose any points, for each class you miss, you would prefer to write a one-page paper on a cultural event that gives you more understanding of pluralism and diversity (e.g., art or music show, film, festival, political demonstration, lecture, etc. on the campus or in town, state, country or world) that you attended this semester. In this paper, describe an experience that took you out of your own cultural frame, as well as any new understandings you ascertained about the culture represented.

If you do not want to do this, you will deduct 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 has 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.

The use of tablets and laptops is allowed for 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.

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 develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, appropriate citation of sources, and respect for 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 (http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf)** .

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 requirements 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 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 academic activity rather than describe their 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 (715) 346-4357 (HELP) or visit this **link for more information. (https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx)**

TENTATIVE COURSE CALENDAR

Week	Date(s)	Topic	Assignment:
1	Sept. 13th	**Welcome and Syllabus Highlights** Syllabus/Classroom Expectations PLC Preference Weekly Check-In Ice Breaker Activity (Clock)	Chapter 1- pgs. 19-31 (9/20) Anchorperson For A Day Response to Syllabus
2	Sept. 20th	**Education in a Changing Society** History of pluralism in Education Overview on issues Anchorperson for a Day	Chapter 2 (pgs. 36-53 by 9/27) Documentary Discussion 1 Anchorperson for a Day
3	Sept. 27th	**Multicultural and Global Education** *Guest Speaker* *Soul Wounds*, Correlation Between Generational Trauma and Family Participation in School Environments Anchorperson for a Day	Chapter 3 (pgs. 82-86, 97-110) Anchorperson for a Day Podcast Discussion- 2

4	Oct. 4th	**Culture/Addressing Generational Trauma** Podcast Discussion *My Grandmother's Hands* Chapter 19, Culture Anchorperson for a Day Community Research Presentation-1	Chapter 4 (pgs. 120-136) Anchorperson for a Day
5	Oct. 11th	**Classrooms & Schools** *White Fragility* pgs. 171-181 (see note in discussion) Anchorperson for a Day Community Research Presentation- 2	Chapter 5 (pgs. 154-175) Anchorperson for a Day
6	Oct. 18th	**Intercultural Development/Dialogue/Tolerance** Anchorperson for a Day Community Research Presentation- 3	Chapter 6 (pgs. 188-203) Anchorperson for a Day Documentary Discussion- 3
7	Oct. 25th	**Race, Ethnicity, & Racism** (3) Documentary Discussion *Antiracist Baby Read aloud* *Southern Poverty Center Hate Map (interactive)* Anchorperson for a Day Community Research Presentation-4	Chapter 7 (pgs. 229-240, 246-248) Anchorperson for a Day Documentary Discussion 4
8	Nov. 1st	**Nationality & Region** Documentary Discussion 4 Anchorperson for a Day Community Research Presentation- 5	Chapter 8 (pgs. 265-277) Anchorperson for a Day Movie Analysis (Make sure only to pick 1!)
9	Nov. 8th	**Language** *Guest Speaker*	Chapter 9 (pgs. 290-295, 307-311, Critical Incident [312])

		Anchorperson for a Day Community Research Presentation- 6 Movie Analysis	Anchorperson for a Day Documentary Discussion- 5
10	Nov. 15th	**Religion** *Guest Speaker* Anchorperson for a Day Community Research Presentation- 7 Documentary Discussion- 5	Chapter 10 (pgs. 326-340, 343-345) Anchorperson for a Day
11	Nov. 22nd	**Gender** *Guest Speaker* Anchorperson for a Day Community Presentation- 8	Chapter 12 (pgs. 384-398, 400-405) Anchorperson for a Day
12	Nov. 29th	**Ability-Disability** Anchorperson for a Day Community Research Presentation- 9	Chapter 13 (pgs. 420-430) Anchorperson for a Day Video Discussion: (**link (https://www.youtube.com/watch?v=yqkAlwGsxwE)**)
13	Dec. 6th	**Socioeconomic Status (SES), Resilience, & Personal Awareness/Review of Class** *My Story* Community Presentation- (Make-up if needed)	Pre-Clinical Experience Reflection
14	Dec. 13th	Final	

Assignment/Grades

Assignment	Points
Respond to Syllabus	2
Anchorperson For A Day	5

Community Research Presentation	30
Movie Analysis Paper	20
Pre-Service Experience Reflection	20
Documentary Discussions	24 (total)
Attendance	14
Total	115

Grading Scale:

A	94 – 100%	B-	80 – 83%	D+	67 – 69%
A-	90 – 93%	C+	77 – 79%	D	64 – 66%
B+	87 – 89%	C	74 – 76%	D-	60 – 63%
B	84 – 86%	C-	70 – 73%	F	< 60%

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.

Course Summary:

Date	Details	Due
Fri Sep 17, 2021	**Respond to Syllabus** (https://uws.instructure.com/courses/445789/assignments/3866895)	due by 11:59pm
Mon Nov 15, 2021	**Movie Analysis Paper** (https://uws.instructure.com/courses/445789/assignments/3866893)	due by 11:59pm
Fri Dec 10, 2021	**Anchorperson For A Day** (https://uws.instructure.com/courses/445789/assignments/3866891)	due by 11:59pm
	Community Research Presentation Guideline (https://uws.instructure.com/courses/445789/assignments/3866892)	due by 11:59pm

Date	Details	Due
Mon Dec 13, 2021	Pre-Service Experience Reflection (https://uws.instructure.com/courses/445789/assignments/3866894)	due by 11:59pm
	Documentary Discussion (1) (https://uws.instructure.com/courses/445789/assignments/3866890)	
	Documentary Discussion (3) (https://uws.instructure.com/courses/445789/assignments/3866888)	
	Documentary Discussion (5) (https://uws.instructure.com/courses/445789/assignments/3866886)	
	Podcast Discussion (2) (https://uws.instructure.com/courses/445789/assignments/3866889)	
	Podcast Discussion (4) (https://uws.instructure.com/courses/445789/assignments/3866887)	