

duc 724 – Diversity and Development

Instructor: Dr. Uzeyir Ogurlu (aka Dr.O) Office: College of Professional Studies, Room 450
Email: uogurlu@uwsp.edu (best way to contact) Office Hours: Tuesdays 7.30-8.30 pm or by appointment. Please email me in advance to set up a Zoom meeting.

Although this class is completely online, I set up an info session since your success matters. I'll explain the syllabus more. If you are available, you are welcome to join our check-in sessions

May 31 @ 7.30-8.30 pm on Tuesday

June 14 @ 7.30-8.30 on Tuesday

I picked this time because I assume you all work and these times are good for you. This is completely voluntary. I'll post the recordings on Canvas in case you want to listen them later.

You can find the Zoom link on [Zoom-Canvas](#)

Course Description

In this accelerated course, we'll explore human development in a diverse society. Understanding development from a diversity point of view is an invaluable part of being a good teacher. Every human is different from others. Diversity is the foundation of human development. It can help you become a better student, too! As part of our exploration, we'll focus on how to create safe, inclusive classes where everyone can succeed.

This course is a hybrid of pluralism (EDUC 205- pluralism for educators) and a Human Growth and Development course (265 - Human Growth and Development: A Life-Span Approach)

EDUC 205- Pluralism for Educators 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. 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.

265 - Human Growth and Development is designed to help educators comprehend and apply the fundamental concepts, principles, and current research findings in human growth and development from conception through death. In this course, you'll explore many of the theories of how people learn and grow, and how teachers and schools can positively support students.

Intended Learning Outcomes

By the end of the course, If you apply reasonable effort to this course, you will be able to:

1. Describe the current educational situation in terms of diversity.
2. Explain the fundamental concepts and principles of biological, cognitive, and social development in developing individuals across the life span in the context of a diverse society
3. Demonstrate the understanding of the influence of social and cultural contexts on human development.
4. Analyze the connection between human development and diversity
5. Explain developmental theories from the diversity perspective.
6. Examine the possible influences of stereotypes, biases, and discrimination.
7. Identify the main components of multicultural education.

Required Textbook

There is no textbook for this course. Instead, all the readings are available on Canvas.

Learning Online

This course is entirely online. While there are many advantages to this approach, there are some significant challenges. Unfortunately, online courses often have a higher drop or failure rate than face-to-face courses. There are some simple steps we can take to ensure you have a successful experience.

Since there is no lecturing or face-to-face activities, it's very important that you complete all the readings carefully. For some readings, I provide study questions or other tools to help you check your understanding.

Since we don't meet as a class, it's very important that you communicate with me as needed. Email is an excellent way to reach me. I'm also happy to make an online appointment to meet in person. Please don't hesitate to contact me, with questions about the course or assignments, questions about the reading or other content, problems in your life, etc. Don't worry about

looking foolish or wasting my time. 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. You will submit all assignments to CANVAS. Do not email me any assignments but your questions.

Course Requirements & Grading

Modules

There are 5 modules.

1. Intro
2. Human Development and Diversity
3. Developmental Theories
4. Prejudice and Stereotypes
5. Multicultural Education

In most modules, you should start by completing the readings. Some readings will be on e-reserve or the Internet. In some cases, I may ask you to watch something. You need to complete these readings to succeed in this course.

Where possible, I include links to original sources. I encourage you to visit these original sources (to view the content in its original context and add to the publishers' web traffic). However, sometimes I also provide copies on Canvas. When I last checked, none of the sources on the web cost money to access. If a source now has a cost, you don't need to pay it; instead, let me know.

After completing the readings for a unit, you'll complete one or more assignments. The Assignments page lists guidelines and due dates, and you should use these dates to pace yourself. It's OK to go faster than the Assignments page.

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 rubric for each assignment carefully.
- All assignments must be submitted via CANVAS unless otherwise indicated.
- You must save all your work electronically and also in hardcopy format for your records before submitting it.

- I'm always happy to answer questions on an assignment, 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, instructor's name, and student's name must be included.
- **DO NOT SUBMIT GOOGLE DOC LINKS FOR YOUR ASSIGNMENTS UNLESS OTHERWISE SPECIFIED**

Assignments

#	Assignments	Possible Points	Due Date
1	Response to the Syllabus	10	
2	Movie Analysis	20	
3	Reflective Posts	25	
4	Lesson Plan Evaluation	20	
5	Diversity Statement	15	
7	Cultural Competence Assessment	20	
8	Video Discussions	20	
9	Implicit Bias Test	10	

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.

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. In this assignment, you will also introduce yourself based on your background. I will read your introduction and reply to you individually. For the detailed info and guidelines for the assignment, [go to this link](#).

Reflective Posts:

In this assignment, you will respond to the readings for each module. You'll write a discussion post (like a diary entry or blog post), and share it with the class. For the detailed info and guidelines for the assignment, [go to this link](#).

Movie Analysis Paper

You will be asked to watch a movie about diversity and human development. Your paper will be an analysis of the diversity and human development 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. Please, do not wait until the last day to watch it. For the detailed info and guidelines for the assignment, [go to this link](#).

Lesson Plan Evaluation

Lesson plans are the backbone of teaching. You will assess a lesson plan on diversity. You will pick up a lesson plan and evaluate it with regard to diversity. For the detailed info and guidelines for the assignment, [go to this link](#).

Cultural Competence Self-Assessment

In this assignment, you will evaluate your own cultural competence based on the scale. It is also an opportunity for you to evaluate yourself and take some action to improve yourself. For the detailed info and guidelines for the assignment, [go to this link](#).

Video Discussions:

You're assigned to a team. You will see your teams at [this link](#). You must meet via Zoom before the due date of a video discussion. In each team meeting, you receive directions on what to discuss. For the detailed info and guidelines for the assignment, [go to this link](#).

Implicit Bias Test:

You are to take a test on implicit bias and analyze the results. For the detailed info and guidelines for the assignment, [go to this link](#).

Diversity Statement

In this assignment, you will write an essay to depict your past experiences on diversity and explains how these experiences have contributed to your personal and professional growth and the institution. For the detailed info and guidelines for the assignment, [go to this link](#).

Course and University Policies

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.

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 the 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](#).

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. I intend 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.

-

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

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.

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](#).