



**EDUC 205: Pluralism for Educators
FALL 2022**

FACE MASKS IS ENCOURAGED IN CLASS.

Instructor: Dr. Kele Anyanwu

Class Times: EDUC 205 (Section Sec 1) Tu & Th 3:00 – 3:50 pm CPS Rm 326
EDUC 205 (Section Sec 2) Tu & Th 4:00 – 4:50 pm CPS Rm 326

Office Hours: Wednesdays – 1.00 – 2.00 pm (virtual via Zoom during renovation of 4th floor closure)
Office: Rm. 459 CPS
Office phone: (715) 346 2816
Email: kanyanwu@uwsp.edu

Course 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 will 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 are 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., policy of equal educational opportunity, and impact of class, gender, race, and language differences on 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).

Student Learning Outcomes (SLO's):

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. Articulate his/her own culture, both objectively and subjectively.
5. Demonstrate an understanding of the psychological and social implications of discrimination, especially racism

6. and sexism in American society.
7. Explain strategies for creating spaces that are safe and welcoming, in which everyone can succeed.

GEP Requirement and Portfolio: *The pre-clinical project, and the cultural exploration project serves as the experiential learning project requirement for the General Education Program are required as part of your teaching portfolio for education majors. These two projects are required in their entirety to complete the course.*

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.

[Pre-Clinical \(Practicum\)](#)

As part of this course, you are required to complete 12 pre-clinical hours. As foundation students of Pluralism in Education, you will not be completing your pre-clinicals by physically visiting schools for periods of time. SOE has acquired online library of National Board-Certified Teachers classroom case videos you can watch and feel you are watching an actual life classroom in session. You will then address the prompts that will be provided you after watching each video. See the "Pre-Clinical" module for 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 am always happy to answer questions on the assignments, please do not 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.

[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 have read the syllabus. You are 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: 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 important aspect of this course. You will be asked to watch 4 documentaries about diversity and pluralism. Documentary names are posted on Canvas. You can use the website (<http://kanopy.com>) or other sources to watch documentaries. 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. Students' posted discussions will be used by the instructor as an assessment of students' understanding of the readings and lectures. In the spirit of encouraging a collaborative learning environment, students can also choose 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, and you must respond to at least one other student posting. Detailed information and guidelines for the assignment are posted on Canvas.

Family History Research Presentation

A major project for this class includes a family history research presentation. Each person will research his or her family history and make a presentation to the class. Detailed information and guidelines for the assignment are posted on Canvas.

Take-to-Heart (TTH) Presentation

This is the final presentation you will make to the class as an individual. We have covered many issues bothering on pluralism in this course; this is your opportunity to focus on an issue you are very passionate about for which are willing to be an ardent advocate. (Details to follow in class)

Pre-Clinical Reflection Paper

As part of this course, you are required to complete 12 pre-clinical 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

After several months of online learning, transition back to normal face2face teaching and learning experience may present adjustment challenges. Nevertheless, this is a learning process we are used to and with slight realignment of priorities and present realities, we shall cope well. It is important to remember always to be forthright with the instructor regarding challenges you are having with your studies.

However, I also understand that emergencies and illnesses occur especially in this COVID-19 era, and those events may cause you to miss class. 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 a penalty is applied which might involve extra work to be completed. In the

alternative, point deduction of up to 4 points may be applied for each class missed. More than 4 absences are a serious cause for concern; they will necessitate a conference with me.

LATE SUBMISSION OF WORK

I expect you to complete all assignments on time. Assignments completed on time can receive 100% of the points possible. Assignments are not acceptable via email, all assignments must be submitted via Canvas.. Should you have an emergency requiring an absence, please notify me **by email prior to the class**.

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 is the policy, for your reference:

UWSP 14.01 Statement of Principles

The board of regents, administrators, faculty, academic staff, and students at 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 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
- Submitting, if contrary to the rules of a course, work previously presented in another course

Plagiarism Policy:

Cheating and plagiarism is not 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 or me. Assignments submitted to Canvas may be randomly scanned using Turnitin software.

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>

Writing Policy:

Your writing should follow the current **APA style 7 format**. 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. Points may be deducted for conventional errors. In text citation for quotes and paraphrasing of an author is required followed with full citation in APA format.

You can find concise reference for the current APA 7 format in [University of Purdue Writing Lab](#) by clicking the link.

Example of an in-text quote:

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

Example of a paraphrased reference:

According to Jones (1998), APA style is a difficult citation format for first-time learners.

Example of full citation:

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

Campus COVID-19 Policy

UWSP [Campus COVID-19 policy](#) can be found here. You are strongly advised to read, understand, and adhere to the policy.

Course Disposition Policy:

I align my policies and choices with my department's expectations. The School of Education has adopted [a model of the dispositions](#) we expect from our students and graduates. I do not expect you to be at the final "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and goal setting.

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 a documented emergency or illness.

Very important is to be professional in the classroom and with your practicum teacher. Be on time and communicate with them. This is not only a disposition expectation; it is also critical for future relations with you and the university as a future professional in the community. Attendance refers not only to Zoom online presence, but also active mental engagement, participation, and professional demeanor.

Class Climate & Honoring Difference:

The School of Education strives to honor the uniqueness of all learners. I am dedicated to creating safe, inclusive, welcoming experiences in which all students can succeed. I mindfully plan and teach this course in ways that promote pluralism: celebrating the coexistence of multiple identities, cultures, and belief systems.

If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, please let me know. We can address the issue together, confidentially. As a teacher, I align my policies and choices with my university's guidance, including the [UWSP Community Bill of Rights and Responsibilities](#).

Exceptional Needs Policy and American with Disabilities Act:

If you are unfamiliar or uneasy with this process, please contact me anyways and we will work through it together. I am dedicated to accommodating the needs of my students. I do not believe that equal treatment is the same as fair treatment. A course requirement like a deadline may be unfair to you, based on a life event or a disability.

I agree that the requirement is unfair, I am happy to make an accommodation. Here are some exceptional needs I have accommodated in the past: learning disability, physical disability, chronic illness, death in the family, car accident, sick child.

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/>

Canvas (LMS)

Canvas is a Learning Management System (LMS) adopted by UWSP. EDUC 205 is offered entirely online using this platform. Please familiarize yourself with this LMS platform by using the resources linked here:

<https://www.uwsp.edu/canvas/Pages/default.aspx> Of particular use is this student training/orientation course for students regarding Canvas: <https://uwstp.instructure.com/enroll/36GKLY>. You may also use this link to access Canvas directly here: <https://www.uwsp.edu/canvas/Pages/default.aspx>

Required Textbook:

Cushner, K., McClelland, A. & Safford, P. (10th edition). *Human Diversity in Education: An Intercultural Approach*. McGraw Hill.

Any additional reading or video will be made available in Canvas.

Assignments

#	ASSIGNMENTS	POSSIBLE POINTS	DUE DATE (11:30 pm)
1.	Reflective Posts (10)	40	
2.	Documentary Discussion (3)	15	
3.	Implicit Bias Test (IBT)	5	
4.	Cultural Competence Assessment	5	
5.	Movie Analysis	10	
6.	Family History Research Presentation	10	
7.	Take to Heart Presentation	5	
8.	Pre-Clinical Reflection	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-	70-75	F	<60

