MAYVILLE STATE UNIVERSITY

Fall, 2018, On Campus

Course Name	**EDUC 381: Human Relations and Cultural Diversity (3 Credits)**
Professor	**Dr. Kelli Odden**
Contact Information	**Office:** Education Building, E116 **Phone:** 701-788-4867 **Email:** kelli.odden@mayvillestate.edu
Meeting Time/Location	Delivery Method: On Campus Location: Education Building, Room 102 Day/Time: Monday's 3:00-4:30Central Standard Time
Learning Management System	Blackboard Learn
How to Address your Instructor	I have worked hard to attain my doctorate in education and am very proud of this accomplishment. I am officially Dr. Kelli Odden. However, addressing myself as Kelli is completely appropriate.
Office Hours	Monday: 9-10 Tuesday: 9-12 Wednesday: 9-10 Thursday: 9-12; 1-3 Friday: 9-12
Important Dates	November 9th: Last day to drop the course. Late Work is not accepted 10 Days after the due date.

Proctor: A proctor is not required for this course.

Grade Requirements, As stated in the Mayville State University Catalog:

EDUC 381 requires a minimum grade of "C" is required for teacher education.

Course Description:

This course engages students to analyze the socio-cultural dimension that influences the educational process for individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Teacher candidates will learn to assess, plan, and implement teaching strategies to meet the needs of students from diverse backgrounds and differing value systems in an attempt to better understand the socio-cultural behaviors and characteristics of different cultural and ethnic groups to provide a supportive educational environment. Students will be required to participate in several on and off-campus experiences throughout the semester, including a practicum experience, tutoring New Americans in English. Prerequisite: EDUC 250. Fall, Spring, Summer.

Purpose of the Course:

EDUC 381 will support the teacher candidate's development of knowledge and skills to meet the cultural competences of teacher candidates. Teacher candidates will gain understandings, knowledge, skills, and dispositions needed to educate diverse learners. Pre-service educators will study culturally responsive pedagogy that will help with the development of a personal philosophy of teaching diverse children.

Conceptual Framework:

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See Blackboard document 'Conceptual Framework'

Course Objectives:

This undergraduate course EDUC 381 Human Relations/Cultural Diversity explores cultural and linguistic diversity. Special emphasis is placed on the implications of culture and diversity in educational settings. The Human Relations/Cultural Diversity class is designed to foster understanding, acceptance, and constructive relations among people of many different cultures. Students will complete specific assignments such as personal reflections (diversity grid), teacher interview, attendance to a cultural event, and a philosophy of diversity paper, all with a focus on developing the knowledge, skills, and professional dispositions to facilitate learning of students from diverse backgrounds.

INTASC principles:

	INTASC Principles
1	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for the students.
2	The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
3	The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to the diverse learner.
4	The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5	The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7	The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9	The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Teacher Candidates will demonstrate knowledge of concepts and apply strategies to support diverse learners in educational settings.

1. Teacher Candidates develop an understanding of the central concepts of teaching in a multicultural classroom. Teacher Candidates create learning experiences that make learning meaningful to all students.
   (INTASC 1,9)
2. Teacher Candidates develop an understanding of how language and culture influence learning. Teacher Candidates use different instructional approaches to meet the needs of individual students. (INTASC 2,3,4)

3. Teacher Candidates acquire knowledge, concepts, strategies and resources needed to integrate content about students of minority populations across the curriculum. Teacher Candidates investigate & report how students' achievement is affected and influenced by school policies, racism practices, students' expectations and other biases. (INTASC 1).
4. Teacher Candidates explore and reflect on one's own personal awareness, attitude, actions and sensitivity to cultural diversity (INTASC 9).
5. Teacher Candidates demonstrate the ability to establish an anti-bias learning environment by providing a positive social interaction environment for all students in the classroom. (INTASC 5).
6. Teacher Candidates demonstrate an appreciation and understanding of different cultural and gender dimensions and communication styles (INTASC 6).
7. Teacher Candidates gain insights into the perspectives and experiences of students with an emphasis on learning styles, language, culture, community values and instructional opportunities of diverse learners (INTASC 3)

Dispositions:
Candidates working on a teaching degree or a credential must demonstrate proper dispositions and progression of teaching skills to continue in the Teacher Education program; see the guidelines for *Continuance in Teacher Education* in the MSU Catalogue. In this course you will complete the self-evaluation of teaching skills and dispositions in the Taskstream system designated for the [EDUC 381] education program. The course instructor will complete evaluations on each student and the student will complete a self-evaluation towards the end of the semester. Specific instructions for completion will be provided by the instructor.

Diversity Objectives:
1. Recognize assets and needs of diverse learners
2. Understand cultural self-awareness and worldviews as they relate to teaching and learning decisions
3. Use knowledge of diversity to ensure learning experiences are differentiated to the needs of the learner
4. Reflect on context, multiple perspectives, actions and personal decisions as they related to diversity
5. Pursue information, resources and supports to meet the needs of diverse learners
6. Exhibit respect, openness and value of diversity across the spectrum of differences
7. Demonstrate actions consistent with the belief that all students are valued and can learn

Program Student Learning Outcomes Addressed in this Course:
The entire Academic Program Student Learning Outcomes (SLO) document can be found in your Blackboard course shell. The document has an index so you can quickly find the degree you are pursuing.

Course Improvements Based on Most Recent Assessment Findings:
This course will be assessed in the future and the findings will be reported in this syllabus.

Required Materials:
Casas. J. (2017). *Culturize: Every student. Every day. Whatever it takes.* San Diego, CA: Dave Burgess Consulting Inc.
Documentary's that will be used and may need to be streamed on your own device.
Oyler
Who Cares About Kelsey?
Paper Tigers

Instructional Strategies:
1. Forums
2. Case Studies
3. Readings
4. **Problem Based Learning**
5. **Service Learning**

Learning Experiences:

To enhance your learning experience in this course the following is expected:
1. Complete all assigned reading
2. Participate in the weekly in class and online discussions
3. **Submit all of your assignments onto Blackboard, there are drop boxes for each assignment.**
4. **Always ask questions**
5. **Give yourself an appropriate amount of time to fully gain information from each experience in this course.**
6. **Blackboard will contain all assignment directions, read them.**

Each student will submit major assignments (details and due dates are listed in the Blackboard course shell):

1. Forums 10 points (5% of the total grade)
2. Readings; Develop a Diversity Research Grid 85 points (35% of Total Grade)
3. Service Learning: New American Consortium for Wellness and Empowerment, Tutoring 50 points (20% of Total Grade)
4. Teacher interview 25 points (10% of Total Grade)
5. **Philosophy of Diversity in Education paper 75 points (30% of Total Grade)** This assignment is designated as a **key assessment** in the MSU teacher education program to demonstrate teaching competencies and document both growth and performance throughout the program. Key assessments are aligned to InTASC Teaching Standards and are assessed with validated rubrics. Detailed directions are included in the Key Assessment Instructions and will be reviewed in class.

Instructional Technologies Utilized in this Course
- **TaskStream**- Dispositions will be completed in Taskstream. Ensure you have access to www.taskstream.com.
- **Blackboard**- MSU's learning Management system and virtual class environment
- **Tegrity**- screen video recording option
- **Electronic Library Resources, Google Docs, various websites, and videos.**

Expectations/Protocols
- **APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION)** Any papers that includes research references must include internal notes and a working bibliography in APA format. The APA Formatting and Style Guide: http://owl.english.purdue.edu/owl/resource/560/01/
- I expect full communication between student and myself.
- I answer all emails and phone calls within 24 hours of receiving.
- Writing Expectations: Being able to express one's thoughts in a clear and well thought out manner is held in very high regard in this course. Individuals considering positions in education must be able to convey information and ideas verbally as well as in writing. Education is a profession and professionals must be able to write well. It is suggested that students have their work proof read by a reliable person or that they access The Writing Center for assistance with their writing.

Cell Phones/Computers:
- Cell phones/computers will be used for research and course discussion purposes. If it is a distraction, we will visit.

Course Timeline/Schedule (All items are subject to change)

The course is laid out in detail on Blackboard. Below are weekly topics:

Week	Topic
Week 1	Course introduction, introduce course assignments Discussion Topics: Beyond A Single Story, Classroom Safety
Week 2	Introduction/Training about our Service Learning Project
Week 3	Inviting All Students to Learn
Week 4	Differentiating Instruction and Understanding Biases
Week 5	Classroom Community, Why Does It Matter?
Week 6	Relationships Matter
Week 7	Understanding Learners and Their Cultural Backgrounds
Week 8	Understanding Learners and Their Cultural Backgrounds (Guest Speaker)
Week 9	Historical Perspectives (Guest Speaker)
Week 10	Curricular Efforts & Instructional Practices
Week 11	Curricular Efforts & Instructional Practices
Week 12	Individual and Cultural Differences
Week 13	Individual and Cultural Differences
Week 14	Socio-Economics and Education
Week 15	Socio-Economics and Education
Week 16	Service Learning Review
Week 17	Wrap up

Method of Evaluation/Grading
- The goal for evaluation is to assess if students gained the knowledge, skills, and dispositions that will result in increased competence for educators in a diverse classroom.

Late Work: You are better off handing in something late than not handing it in at all.
- Late work drops 1 point per day after the due date. Late work is determined by the Blackboard Dropbox. The date assignments are submitted is highlighted on the dropbox and this is the method that is used to determine if an assignment is late. The dropboxes close 10 days after the due date, after the dropbox closes work will no longer be accepted. Timeliness is a teacher disposition.
- Please do not email your work, dropbox your work on Blackboard. If you have difficulty submitting please make me aware of this through email or phone.
- Please plan ahead-don't wait until the last minute to hand in assignments. Each assignment is given sufficient time for completion, it is up to you to take advantage of this allotted time.

Assignments:
- Students are responsible for accessing the information and assignments as they are presented on Blackboard.

Grades:
- It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is often the best way to make sure that assignments have been submitted. You can expect to see your grade for each assignment within 10 days of the due date. Example if an assignment is due July 1st your grade will be posted no later than July 10th.

GRADE DISTRIBUTION

94-100 = A

87- 93 = B

80-86 = C

72-79 = D

< 72   = F

Starfish Student Success System: This class will participate in Starfish Early Alert and Connect, which promotes student success through coordination and communication among students, instructors, advisors, and campus support service departments. If I observe that you are experiencing difficulties in the course (attendance concerns, low test scores or participation, in danger of failing, etc.), I may send an email to your mayvillestate.edu email account through the Starfish system. My message will tell you about my concerns and the next steps to take to resolve the issue. Your advisor, the Director of Student Success, and/or I will work with you to create success strategies to address any difficulties you are having. In addition, if I observe that you are doing well in my course, you may also receive "kudos" from me acknowledging your efforts.

Starfish may involve taking advantage of various campus support services, such as academic tutoring or advising. If I recommend that you use campus support services, I, your advisor, or the Director of Student Success will redirect you to that support office so they will be better prepared to assist you. Starfish provides essential notices by email, so please check your mayvillestate.edu account frequently and respond quickly if you receive an email from Starfish.

Please see the Starfish webpage for additional details: https://mayvillestate.edu/academics/starfish/.

Enrollment Verification: The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he or she takes an *action* in Blackboard, such as completing an assignment or a taking a quiz. Logging into Blackboard is **NOT** considered attendance. The enrollment verification activity for this course is introducing yourself on Blackboard. If it is not complete your enrollment in this course will be at risk.
Late Arrivals The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments but the student is still responsible for learning the course material that was covered during their initial absence.

Important Student Information:
   "Important Student Information" can be found in your Blackboard course shell.
   ✓ Academic Grievance Concerns and Instructor English Proficiency
   ✓ Students with Disabilities
   ✓ Academic Honesty
   ✓ Emergency Notification
   ✓ Continuity of Academic Instruction for a Pandemic or Emergency
   ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)