



## Course Syllabus

**Course Title: Far From Home: Building a Supportive Classroom for Refugee Students**

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### **Course Description:**

While refugee students may only make up a small percentage of an overall student population in Iowa, they remain a critical population that may need additional supports. Refugees may come from across the globe and their experiences in other countries could have included famine, religious persecution, violent gangs, and war.

This online class will examine the issue of refugee students and ways to build a more supportive environment for them. This course will use a variety of resources including from PBS, the National Education Association, and Iowa organizations.

**Credit:** One

### **Check the Iowa Teaching Standards that are addressed in this course:**

X	1. Enhance Student Achievement		5. Monitoring Student Learning
	2. Content Knowledge	X	6. Classroom Management
X	3. Planning and Preparation	X	7. Professional Growth
X	4. Instructional Strategies		8. Professional Responsibilities

### **INTASC Standards that are addressed in this course:**

#### **INTASC STANDARDS**

**Goals:** Participants will...

- Understand terminology surrounding refugee students
- Gain knowledge about refugee status, the screening process and resources for refugees, and supports for the classroom
- Consider how to more effectively work with refugee students

**Objectives:** As a result of successfully completing this course, participants will:

- Demonstrate an understanding of how to create safer learning environments and communities for refugee students
- Demonstrate a knowledge of ways to build a more inclusive classroom and school for refugee students

### **Outline, including Timeline and Learning Strategies:**

This outline is designed on the suggested pace an online learner would take this course.

Unit	Topic/Activity	In Class	Out of Class
	<b>Getting to Know the Class; Additional Readings:</b> Take the time to get to know the class layout, read over the Help Section, and review any other materials present in the class to get started. Take your time!		3 hours
<b>1</b>	<b><u>Week 1</u></b>		
	<b>Discussion: Introductions</b> – Participants will share a little about themselves and why they decided to take this class.	1 hour	
	<b>Discussion: What is a Refugee</b>	1 hour 30 minutes	3 hours
	<b>Discussion: Escaping ISIS</b>	1 hour 30 minutes	3 hours
	<b>Discussion: Coming to America</b>	1 hour 30 minutes	3 hours
<b>2</b>	<b><u>Week 2</u></b>		
	<b>Discussion: Iowa’s History of Supporting Refugees</b>	1 hour 30 minutes	2 hours 30 minutes
	<b>Discussion: Language as a Barrier</b>	1 hour 30 minutes	2 hours 30 minutes
	<b>Discussion: Helping Refugee Children Learn</b>	1 hour 30 minutes	2 hours 30 minutes
<b>3</b>	<b><u>Week 3</u></b>		
	<b>Discussion: Bringing Refugee Issues into the Classroom</b>	1 hour 30 minutes	2 hours 30 minutes
	<b>Discussion: Barriers in the School System</b>	1 hour 30 minutes	2 hours 30 minutes
	<b>Activity: Implementation Plan/Final Thoughts</b> – Participants will identify three things they can do in their classroom following this class and reflect on the class as a whole.	2 hours	3 hours 30 minutes
	<b>Total Class Time</b>	15 hours	30 hours

**Evaluation Strategy:** As this is a new course, evaluations will help determine if participants are being engaged and enjoying the experience. Evaluations will be sent via SurveyMonkey to each participant at the conclusion of each Unit.

Participants will complete a course implementation plan in which they indicate how they will apply this learning in their lives and work. This and the Discussion/Shares will be analyzed by the instructors to determine the learning of the participants.

**Course Requirements:**

- A. Participants check all messages from instructors during the duration of the course.
- B. Participants complete all Readings, Videos, Activities, Discussions, Responses, and Shares as instructed.
- C. Participants are respectful of each other. While everyone has a right to have an opinion, bullying, mean-spirited language, or divisive attitudes will not be tolerated.
- D. Demonstrates understanding of the material through participation in the online learning experience.

## Coursework

Participants can earn up to 70 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
9 Discussions 5 Points each	45
Final Implementation Plan/Paper	25
<b>Total</b>	<b>70</b>

## Grading Scale – Graduate Credit

100-90% (70pts-63pts)	A
89-80% (62-56pts)	B
79-70% (55-49pts)	C
69-60% (48-42pts)	D
59%-Below (41 pts-below)	F

## Grading Scale - License Renewal Credit

100-80% (70-56pts)	P
79%-Below (<55 points)	NP

## Student Requirements

Students are required to:

- Participate in all discussion forums and complete all quizzes
- Complete a final implementation plan

## Americans with Disabilities Act:

If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

## Grading Rubrics for Individual Activities

### **Discussion Forums (45 points possible)**

Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

<b>Grading Rubric for Discussion Forums</b>		
		<b>Points</b>
<b>Critical Thinking</b>	Makes connections to the other content and real-life that are supported by reference(s) and example(s)	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
<b>Assignment Specific Criteria</b>	Addresses all parts of the assignment, cites sources	1
<b>Participation (Responses to at least 2 peer posts)</b>	Responds to other posts (when available)	1
<b>Total Points Possible</b>		5

### Implementation Plan (25 points possible)

The implementation plan is a critical part of this course. Participants must complete a one-page implementation plan. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the Implementation Plan, but additional details will be provided within the course.

<b>Grading Rubric for Implementation Plan</b>		
		<b>Points</b>
<b>Critical Thinking</b>	Highlights any new knowledge gained as a result of course.	5
	Offers new ideas, connections, or applications	5
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	2
<b>Assignment Specific Criteria</b>	Addresses all parts of the assignment, cites sources	2
<b>Mechanics</b>	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2
<b>Implementation</b>	Clearly states ideas to use in the future	2
	States resources to be used	2
	Is realistic in their approach – understands limitations may exist	2
<b>Total Points Possible</b>		25