



**Course Syllabus**

**Course Title: Introduction to Diversity: Understanding Diverse Students**

**Submitted by: Mark Busch & Ric Tennenbaum**

**Course Description:**

Critical mass is the theory behind creating social, political, and cultural changes by reaching a certain number of individuals. The concept is based in what the collective can do together. Intersectionality is the examination of individuals who fall into "multiple identities" - being a person of color and LGBTQ, being a woman with a disability, or being a person of color who is also in a religious minority. Intersectionality can have incredible impacts on students, their families, and our schools.

This online course will take a deep look at the concepts of privilege, intersectionality, research on students who have multiple identities, and work on ideas to make your school and community a more open environment.

**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

**NTASC Standards that are addressed in this course:**

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 diverse learners.
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.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional 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.

**Goals:** Participants will...

- Understand social justice and feminist terminologies
- Gain knowledge about the matrix of domination, privilege, and how oppression plays out in communities
- Consider how to more effectively work with students who face barriers due to Intersectionality

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

- Demonstrate an understanding of how to create safer learning environments and communities for students who experience Intersectionality
- Demonstrate a knowledge of biases in one's self and surrounding institution

## Assignment Checklist

Week	Topic/Activity	In Class	Out of Class
------	----------------	----------	--------------

	<b><u>Getting to Know the Class; Additional Readings:</u></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!		4 hours
<b>1</b>	<b><u>Looking at Ourselves: Who we are</u></b>		
	<b>Discussion:</b> Introductions – Participants will introduce themselves to the course room and create public profiles to better engage with fellow students.	1 hour	1 hour 30 minutes
	<b>Discussion:</b> Cultural Experience – Participants will engage in a cultural experience in their own community (festival, restaurant, event, or if unable to participate in anything like that watch a movie regarding a group of people) and write about that experience.	3 hours	6 hours
	<b>Discussion:</b> Privilege – Participants will explore the topic of privilege and read Unpacking the Invisible Knapsack by Peggy McIntosh	1 hour 30 minutes	2 hours
	<b>Discussion:</b> Who Am I? – Participants will explore their own identities and share how those experiences impact their own identities.	1 hour 30 minutes	2 hours
<b>2</b>	<b><u>Diving Deeper: Exploring Cultural Views</u></b>		
	<b>Discussion:</b> Microaggression – Participants will go back into their communities but this time in a place they frequent (restaurant, house of worship, gym, etc.) and write about Microaggressions they witness. They are also tasked with exploring microaggressions in their schools.	2 hours	6 hours

	<b>Discussion:</b> Intersectionality – Participants will explore the overarching topic of intersectionality and review Ted Talks featuring various speakers on the subject.	1 hour 30 minutes	2 hours
<b>3</b>	<b><u>Putting the Pieces Together</u></b>		
	<b>Discussion:</b> Diversity in the Classroom – Participants will read articles and watch a short video on how to accommodate and affirm the diverse identities of their students. After reviewing course materials, they will answer critical thinking questions on key concepts regarding diversity and the classroom.	1 hour 30 minutes	2 hours
	<b>Discussion:</b> Color Blind or Color Brave? – Participants will review a video and answer an overarching question at the end regarding the identities of those in power.	1 hour	2 hours
	<b>Implementation Plan</b> – Participants will write about how they can use this information in their own classrooms and how they will help educate their peers.	2 hours	2 hours 30 minutes
	Total Class Time	15 hours	30 hours

### Coursework

Participants can earn up to 65 points total for the course. The following table depicts the breakdown of points possible for the required coursework

<b>Activity</b>	<b>Points</b>
8 Discussions (5 points each)	40
Final Implementation Plan/Paper	25
<b>Total</b>	<b>65</b>

**Grading Scale - Graduate Credit**

100-90% (65-59 points)	A
89-80% (58-52 points)	B
79-70% (51-45 points)	C
69-60% (44-39 points)	D
59%-Below (<38 points)	F

**Grading Scale - License Renewal Credit**

100-80% (65-52 points)	P
79%-Below (<51 points)	NP

## **Student Requirements**

Students are required to:

- Participate in all discussion forums
- 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 (35 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