

*Green Bay Campus*

**EDUC 290: Introduction to Educational Inquiry**

Course Syllabus

5 Credits

Spring 2020

In-Person

# Instructor Contact Information

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# Land Acknowledgement

# We at the University of Wisconsin Green Bay acknowledge the First Nations people who are the original inhabitants of the region. The Ho-Chunk Nation and the Menomonie Nation are the original First People of Wisconsin and both Nations have ancient historical and spiritual connections to the land that our institution now resides upon.

Today, Wisconsin is home to 12 First Nations communities including the Oneida Nation of Wisconsin, Potawatomi Nation, Ojibwe Nation communities, Stockbridge-Munsee Band of the Mohican Nation, and the Brothertown Indian Nation.

# Course Overview

EDUC 290 is a required prerequisite course for students considering the education profession, but who have not formally been admitted into a licensure program. An “introduction to educational inquiry” means we will begin exploring educational theories, teaching methodologies, and other critical practices required to be anti-biased educators. This course is centered on the notion that being an effective teacher requires knowledge of content and human development, technical teaching skills, and constantly-evolving equity-oriented dispositions. Together we will explore how education can be a “practice of freedom—as opposed to education as the practice of domination” (Freire, 1996, p. 62).

Our course is held at one of our partnership sites, Red Smith K-8 School, in Green Bay Area Public Schools. This is a particularly excellent opportunity to extend theoretical course learning by implementing it and examining it in authentic teaching and learning spaces.

# Catalog Description

An intensive exploration of the complex process of inquiry and the major issues raised by the thoughtful observation in the field. P: Departmental Approval required; caregiver background check and TB test required.

# Required Readings

One book is required to be purchased or rented for this course.  Please order this required course text as soon as possible:

Darling-Hammond, L., & Bransford, J. (2005). Preparing teachers for a changing world: What teachers should learn and be able to do. San Francisco, CA: John Wiley & Sons.

Other required readings and materials are available on Canvas.

# Course Learning Outcomes

By the end of this course, students will be able to:

1. Articulate an emerging vision or philosophy of teaching and learning that is grounded in theory and that reflects anti-biased education;
2. Demonstrate knowledge, skills, and dispositions necessary to achieve candidacy in an initial licensure program;
3. Analyze the pedagogical practices of self and others through a developing lens of anti-biased teaching; and
4. Describe the importance of the instructional cycle (planning, instruction, assessment, reflection/modification) and the learning context.

# Course Expectations

I am here to support your development as an aspiring teacher. Please reach out to me anytime you have questions this term. Here are some ways we can contribute to a supportive learning environment in 290:

* UWGB students and the instructor will participate fully in class discussions;
* UWGB students and the instructor will engage in mutually-respectful ways with Red Smith students and staff;
* UWGB instructor will communicate important messages about the course via email and Canvas;
* UWGB students will review the weekly schedule in Canvas by Monday each week, in order to plan for completing readings and assignments;
* UWGB instructor will check email and messages in Canvas a minimum of three times each week and respond within 48 hours whenever possible;
* UWGB students will reach out to the instructor in advance of due dates to request extensions and/or ask questions, when possible;
* UWGB instructor will provide in-class reminders about upcoming due dates;
* UWGB students will make sure assignment submissions have been fully uploaded or posted in Canvas (double-check) by their due dates;
* UWGB instructor will provide meaningful feedback within one week of assignment due dates;
* UWGB students will review feedback so it can be incorporated into subsequent assignments; and
* UWGB instructor and students will schedule one-on-one or small-group meetings whenever needed and will work with one another's availability to choose a meeting type (in-person, phone, virtual) that works best for all.

If something is unclear, you will not offend me by asking. Again, I’m here to support you. Also, I welcome informal feedback and suggestions, they will not affect your progress in this course and usually result in making the course even better!

# Assignment Overview

The following table lists course assignments, due dates, and points values for the first- and second- halves of the semester. Please note that assignment drafts are often due in class. Also, most final versions of assignments are due on Canvas on Fridays by 11:59 pm. A brief description of each assignment is in the section below. Detailed assignment sheets are available on Canvas.

| **FIRST HALF OF SEMESTER** | | | **SECOND HALF OF SEMESTER** | | |
| --- | --- | --- | --- | --- | --- |
| ***Weeks 1 - 7*** | | | ***Weeks 8 - 14*** | | |
| **Assignment** | **Points** | **Due Date(s)** | **Assignment** | **Points** | **Due Date(s)** |
| **LECTURE** | | | **LECTURE** | | |
| Reader’s Response Journal | 2 | Draft Due In Class  Tuesday, February 4  Final Due on Canvas  Friday, February 7 | Dispositions  Self-Reflection | 8 | Draft Due in Class  Thursday, April 9  Final Due on Canvas  Friday, April 17 |
| PLC Notes | 5 | Draft Due in Class  Thursday, February 20  Final Due on Canvas  Friday, March 13 | Statement of Teaching Philosophy | 8 | Draft Due in Class  Thursday, April 16  Final Due on Canvas  Friday, April 24 |
| Critical Analysis of Classroom Culture Paper | 11 | Draft Due in Class  Thursday, February 27  Final Due on Canvas  Friday, March 6 | PLC Notes | 5 | Draft Due in Class  Tuesday, April 28  Final Due on Canvas  Friday, May 1 |
| Micro-Teaching | 5 | Friday, March 13 -OR- Friday, May 1  (see sign up sheet) | Reader’s Response Journal | 2 | Final Due Tuesday, May 5   * Bring to Class (if hard copy) * Post Link in Canvas (if electronic) |
| Professional Participation | 12 | Scores will be entered Friday, May 8 |
| **FIELD** | | | **FIELD** | | |
| Introduction Letter to Cooperating Teacher & Placement Class | 1 | Draft Due in Class  Thursday, February 6  Final Due on Canvas  Friday, February 7 | Exit Letter to Cooperating Teacher & Placement Class | 1 | Draft Due in Class  Thursday, April 30  Final Due on Canvas  Friday, May 1 |
| Teaching Log | 2 | Draft Due in Class  Tuesday, February 18  Final Due on Canvas  Friday, February 21 | Teaching Log w/ Field Hours Verification Printout | 8 | Final Due Thursday, May 7   * Bring to Class (if hard copy) * Post Link in Canvas (if electronic) |
| Formal Observation #1 | 15 | Draft Due in Class  Thursday, March 5  Final Due on Canvas  Friday, March 13 | Formal Observation #2 | 15 | Draft Due in Class  Tuesday, May 5  Final Due on Canvas  Friday, May 8 |
| *43 points* | | | *57 points* | | |
| **100 points** | | | | | |

# Field Placement

# In addition to the required written assignments, students must complete 80 hours of field placement in their prospective licensure area. The 80-hour field placement is divided into three distinct categories or contexts for learning:

**Category 1: Field Placement Classroom**

Students in EDUC 290 will serve 60 hours in their field placement classroom.

**Category 2: Community-Centered and/or Volunteer**

Students in EDUC 290 will serve 10 hours in community-oriented events and activities. These are held outside of the typical school day. Some examples are conferences, sporting events, family nights, after-school programming, adult classes, community education, extra-curriculars, etc.

**Category 3: Professional Development**

Students in EDUC 290 will engage in 10 hours of professional learning. These are outside of student contact time. They could take place during the typical school day (like planning time) but two categories of hours cannot be logged at the same time. Example activities that can count toward this category are planning with a grade-level or content-area team, participating in workshops, trainings, or professional conferences, engaging in a book study, completing an online module for educators, etc.

# Assignment Descriptions

**Reader’s Response Journal**

The Reader’s Response Journal is a place for students to take notes on the course readings. The journals can be electronic or hard copy. They must be brought to class each day (or accessible in class via a device). The instructor will look for students using their journals during course discussion and will check them formally throughout the semester.

**PLC Notes**

Students will be working closely with their peers in groups of four, called Professional Learning Communities (PLCs). Each time the PLC meets, they must take notes on their discussion and share the notes with the instructor. It’s also required that PLCs formally designate roles and that roles rotate from one meeting to the next.

**Critical Analysis of Classroom Culture Paper**

The Critical Analysis of Classroom Culture Paper is an opportunity to examine how the classroom culture—physical space, student configuration and grouping, relationships, classroom management—functions at your placement site. Formatting: 2-3 pages, double-spaced, Times New Roman/Arial/Calibri, 12-point font. Papers must have title and reference pages that are separate from the main body of their text (in other words, title pages and reference pages do not count in the 2-3 page requirement).

**Micro-Teaching**

Micro-teaching can be completed individually or with a partner (co-teaching). Each student/teaching pair will prepare a “micro” lesson and deliver it during the lecture component of our course. The lesson should be 15-20 minutes long and selected intentionally by the student(s) either to: 1) highlight an aspect of their emerging craft; 2) elicit feedback about an aspect of instruction that is difficult; 3) some other reason identified by the student(s).

**Introduction & Exit Letters to Cooperating Teacher & Placement Class**

Students will prepare two formal communications for their placement site. The first is a letter of introduction that they will send to their cooperating teacher prior to beginning their field placement. The second is an exit letter that functions as an expression of gratitude for the mentorship they received during their field placement this semester.

**Teaching Log**

The Teaching Log is a record of a student’s 80-hour field experience. The teaching log must be kept up-to-date and accessible by the instructor every day. Logs can be hard-copy or electronic. A template and other suggestions are available on Canvas.

**Field Hours Verification Printout**

Green Bay Area Public Schools (GBAPS) has an electronic system for recording who enters their buildings. Each day of your clinical placement, you will log into the system when you arrive and log out when you leave. At the end of the term, you must submit your electronic record on Canvas.

**Formal Observations of Teaching**

There are two required formal observations of teaching conducted by Dr. Schornack. Each observation includes three major components:

1. a pre-observation meeting,
2. the observation itself, and
3. a post-observation meeting.

Students will submit their lesson plan and responses to reflection questions by the corresponding due dates.

**Dispositions Self-Reflection**

You will complete a self-assessment of equity-oriented dispositions using the MnEDS dispositions strands (MnEDS Research Group, 2017-2018). For each disposition (there are 8 total), students will situate themselves on the rubric (where they believe they fall) and insert the indicator language that helped their self-assessment. Then, they will write a 100-200 word description about evidence of their disposition development. This isn’t a traditional essay because paragraphs will be distributed across rubrics rather than in one cohesive paper.

**Statement of Teaching Philosophy**

The Statement of Teaching Philosophy is a statement of your perspective on teaching and learning, incorporating educational theories (with citations) and first-hand experiences. Formatting: 2-3 pages, double-spaced, Times New Roman/Arial/Calibri, 12-point font. Papers must have title and reference pages that are separate from the main body of their text (in other words, title pages and reference pages do not count in the 2-3 page requirement).

**Professional Participation**

Professional participation is the way a person upholds the professional expectations of the field of education in both their university courses and clinical/field placements. Examples of professional participation include:

* arriving on-time;
* preparing fully for the day’s activities;
* engaging fully in the day’s activities;
* interacting with others (peers, staff, faculty, P-12 students, families, community members) in ways that are mutually sustaining; and
* communicating absences or tardiness and promptly taking initiative to “make up” teaching and learning activities that are missed.

The list is not exhaustive, but intended to give folks an overall idea of the types of things that fall under the umbrella professional participation. In this class, missing more than four lecture sessions or failing to serve 80 hours of field placement will result in a zero (0) for professional participation.

# Grading Scale

A final course grade of “B” or better is required in all pre-candidacy block courses, in order to be recommended for candidacy. In this course, a minimum grade of 83% is required.

| Grade | A | AB | B | BC | C | CD | D | F |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Points/Percent | 93-100 | 90-92 | 83-89 | 80-82 | 73-79 | 70-72 | 63-69 | 0-62 |

# Weekly Course Schedule

The weekly course schedule is subject to change at the instructor’s discretion.

| **Date** | **Topic(s)** | **Required Work** | | |
| --- | --- | --- | --- | --- |
| ***Reading(s)*** | ***Bring to Class*** | ***Assignment(s)*** |
| **Week 1: January 27 - 31** | | | | |
| Tuesday | Overview of course | None | Device to access syllabus |  |
| Thursday | Getting started with assignments | None | Device to access assignment descriptions |
| **Week 2: February 3 - 7** | | | | |
| Tuesday | Future learning as professionals | Darling-Hammond & Bransford (2005) Preface  *Total Pages = 5* | Draft of Reader’s Response Journal | **Reader’s Response Journal**  Due on Canvas  Friday, February 7  **Introduction Letter to Cooperating Teacher & Placement Class**  Due on Canvas  Friday, February 7 |
| Thursday | Preparing teachers for a changing world | Darling-Hammond & Bransford (2005) Chapter 1  *Total Pages = 38* | Draft of Introduction Letter to Cooperating Teacher & Placement Class |
| **Week 3: February 10 - 14** | | | | |
| Tuesday | Pedagogies of Freedom | Freire (1996) Chapter 2  Lin et al. (2008)  *Total Pages = 25* |  | **PLC Notes**  Due on Canvas  Friday, February 14 |
| Thursday  **No Lecure Today**  **Meet in PLCs** | Theories of Learning | Darling-Hammond & Bransford (2005) Chapter 2  *Total Pages = 45* |  |
| **Week 4: February 17 - 21** | | | | |
| Tuesday | Dispositions for Teaching and Learning | MnEDS Research Group (2017-2018) Rubric Strands  MnEDS Research Group (2017-2-18) Thinking Behind the Strands  *Total Pages = 38* | Draft of Teaching Log | **Teaching Log**  Due on Canvas  Friday, February 21 |
| Thursday | Anti-Bias Education | Teaching Tolerance (2018), pages 2 - 22  *Total Pages = 20* | Draft of PLC Notes |
| **Week 5: February 24 - 28** | | | | |
| Tuesday | Classroom Management | Darling-Hammond & Bransford (2005) Chapter 9  *Total Pages = 31* |  |  |
| Thursday | Classroom Management | Kratochwell et al. (2019) \*\*\*Website\*\*\*  NYU Steinhardt (2008)  Rojas & Liou (2017)  *Total Pages = 20* | Draft of Critical Analysis of Classroom Culture Paper |
| **Week 6: March 2 - 6** | | | | |
| Tuesday | Differentiation | Darling-Hammond & Bransford (2005) Chapter 3  *Total Pages = 35* |  | **Critical Analysis of Classroom Culture Paper**  Due on Canvas  Friday, March 6 |
| Thursday | Diversity | Darling-Hammond & Bransford (2005) Chapter 7  *Total Pages = 38* | Draft of Formal Observation #1 Due in Class |
| **Week 7: March 9 - 13** | | | | |
| Tuesday  **No Lecure Today**  **Meet in PLCs** | Culturally relevant and sustaining pedagogies | Ladson-Billings (2014)  Paris & Alim (2014)  *Total Pages = 24* |  | **Micro-Teaching**  Due on Canvas  Friday, March 13  (see sign up to confirm)  **Formal Observation #1** Due on Canvas  Friday, March 13  **PLC Notes**  Due on Canvas  Friday, March 13 |
| Thursday  **No Lecure Today**  **Meet in PLCs** | Culturally relevant and sustaining pedagogies | Ladson-Billings (2014)  Paris & Alim (2014)  *Total Pages = 24 (same readings all week)* |  |
| **~ Spring Break March 16 - 20 ~** | | | | |
| **Week 8: March 23 - 27** | | | | |
| Tuesday | Educational Sovereignty | McCarty & Lee (2014)  *Total Pages = 23* |  |  |
| Thursday | Language Development | Darling-Hammond & Bransford (2005) Chapter 4  *Total Pages = 40* |  |
| **Week 9: March 30 - April 3** | | | | |
| Tuesday | Language-  Minoritized Students | de Jong (2013)  Goldenberg (2013)  *Total Pages = 16* |  |  |
| Thursday | Academic Language | Zwiers & Crawford (2009)  Ranney (2012)  Schleppegrell (2013)  *Total Pages = 28* |  |
| **Week 10: April 6 - 10** | | | | |
| Tuesday | Content Knowledge | Darling-Hammond & Bransford (2005) Chapter 6  *Total Pages = 30* |  |  |
| Thursday |  | Example Teaching Philosophies (on Canvas)  *Total Pages = 10* | Draft of Dispositions Self-Reflection |
| **Week 11: April 13 - 17** | | | | |
| Tuesday | Assessment | Darling-Hammond & Bransford (2005) Chapter 8, pp. 275-297  *Total Pages = 25* |  | **Dispositions Self-Reflection**  Due on Canvas  Friday, April 17 |
| Thursday | Assessment | Darling-Hammond & Bransford (2005) Chapter 8, pp. 297-326  *Total Pages = 29* | Draft of Statement of Teaching Philosophy |
| **Week 12: April 20 - 24** | | | | |
| Tuesday  **No Lecure Today**  **Meet in PLCs** | Developing a Teaching Vision | Darling-Hammond & Bransford (2005) Chapter 5  *Total Pages = 31* |  | **Statement of Teaching Philosophy**  Due on Canvas  Friday, April 24 |
| Thursday  **No Lecure Today**  **Meet in PLCs** |  | No readings for today because a full-length film is required for next Tuesday. |  |
| **Week 13: April 27 - May 1** | | | | |
| Tuesday | Contemporary Education | Dintersmith et al. (2015) \*\*\* FILM \*\*\*  *Total Minutes = 90* | Draft PLC Notes | **Micro-Teaching**  Due on Canvas  Friday, May 1  (see sign up to confirm)  **Exit Letter to Cooperating Teacher & Placement Class**  Due on Canvas  Friday, May 1  **PLC Notes**  Due on Canvas  Friday, May 1 |
| Thursday | Contemporary Education |  | Exit Letter to Cooperating Teacher and Placement Class |
| **Week 14: May 4 - 8** | | | | |
| Tuesday |  |  | Reader’s Response Journal (bring hard copies to class; post link on Canvas if electronic)  Draft of Formal Observation #2 | **Reader’s Response Journal**  Due Tuesday, May 5   * Bring to Class (if hard copy) * Post Link in Canvas (if electronic)   **Teaching Log w/ Field Hours Verification Printout**  Due Thursday, May 7   * Bring to Class (if hard copy) * Post Link in Canvas (if electronic)   **Formal Observation #2** Due on Canvas  Friday, May 8 |
| Thursday | Wrap Up &  Course Evaluations |  | Teaching Log w/ Field Hours Verification Printout (bring hard copies to class; post on Canvas if electronic) |

# Course Learning Outcomes Alignment Matrix

| **Course Learning Outcome** | **The Mission of UWGB’s Professional Program in Education** | **InTASC Standard(s)** | **Related Course Assessment(s)** |
| --- | --- | --- | --- |
| Articulate an emerging vision or philosophy of teaching and learning that is grounded in theory and that reflects anti-biased education; | Cultivating knowledge  Nurturing a profound respect for the dignity and diversity of all learners | Standard 1: Learner Development  Standard 2: Learning Differences  Standard 5: Application of Content  Standard 9: Professional Learning and Ethical Practice | * Reader’s Response Journal * Critical Analysis of Classroom Culture Paper * Statement of Teaching Philosophy * In-Class Activities |
| Demonstrate knowledge, skills, and dispositions necessary to achieve candidacy in an initial licensure program; | Cultivating knowledge  Nurturing a profound respect for the dignity and diversity of all learners | Standard 2: Learning Differences  Standard 3: Learning Environments  Standard 4: Content Knowledge  Standard 5: Application of Content  Standard 6: Assessment  Standard 8: Instructional Strategies  Standard 9: Professional Learning and Ethical Practice  Standard 10: Leadership and Collaboration | * PLC Notes * Formal Observations * Peer Observation * Micro-Teaching * Introduction and Exit Letters to Cooperating Teacher & Placement Class * Teaching Log * Field Hours Verification * Dispositions Self-Reflection * Professional Participation * In-Class Activities |
| Analyze the pedagogical practices of self and others through a developing lens of anti-biased teaching; and | Cultivating knowledge  Critical thinking  Nurturing a profound respect for the dignity and diversity of all learners | Standard 2: Learning Differences  Standard 3: Learning Environments  Standard 4: Content Knowledge  Standard 5: Application of Content  Standard 7: Planning for Instruction  Standard 8: Instructional Strategies  Standard 10: Leadership and Collaboration | * Reader’s Response Journal * PLC Notes * Critical Analysis of Classroom Culture Paper * Formal Observations * Peer Observation * Micro-Teaching * Teaching Log * Field Hours Verification * Dispositions Self-Reflection * In-Class Activities |
| Describe the importance of the instructional cycle (planning, instruction, assessment, reflection and modification) and the learning context. | Cultivating knowledge  Critical thinking  Data-based decision-making | Standard 1: Learner Development  Standard 2: Learning Differences  Standard 3: Learning Environments  Standard 4: Content Knowledge  Standard 5: Application of Content  Standard 6: Assessment  Standard 7: Planning for Instruction | * Reader’s Response Journal * PLC Notes * Formal Observations * Micro-Teaching * In-Class Activities |

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# Course Policies

## **Participation**

During our face-to-face sessions we will be engaging in important dialogue about contemporary issues in teaching and learning. Participation in our learning environment refers to engaging fully in classroom discussions and activities. In order to fully participate, you will need to complete the required readings and bring reading notes and any other materials with you to class. Each activity we do in class, including course readings, connects to one or more major assignments. Therefore, I urge you to consider class participation as an integral part of your experience in 290.

## **Attendance**

Attendance in our course is critical to your ability to meet course learning outcomes because all of the activities we do in class connect to one or more of your assignments. Therefore, it is expected that you attend all classes.

At the same time, I understand that you might need to miss a class. If you must miss a class, please communicate with me as soon as possible. For anticipated absences (such as an upcoming appointment) please inform me via email at least a week in advance. For emergency absences, please inform me as soon as you are able.

You are responsible for completing all work that we completed while you were absent. In most cases, each course session missed equates to a two-page, double-spaced paper focused on the topics covered that day (including citing the required readings/films). The paper is due no more than one week following your return to class. The paper is not busy work but, rather, an important way for me to check your understanding of course content and provide you feedback.

If you must miss class, please take the following steps:

1. Communicate the absence with me as soon as possible;
2. Contact your PLC for information about what you missed;
3. If you still have questions after contacting your PLC, send them to me via email ([schornam@uwgb.edu](mailto:schornam@uwgb.edu));
4. Complete the work you missed and/or complete a 2-page paper;
5. Submit the paper via email within a week of returning to class.

Each absence will reduce your final course grade by three percentage points. You can earn the three points back for each absence, up to a maximum of four absences, by completing the steps outlined above.

Please note that missing more than four course sessions will result in a non-passing grade for this class. Students who miss more than four course sessions will need to retake the class. The only exception to this policy is for university-approved extended absences.

**Coursework**

In order to fully participate, students must complete all aspects of the work (e.g., readings, discussions, major assignments) in the expected timeline. It is a student’s responsibility to communicate questions and concerns about coursework with the course instructor. Incomplete work is unacceptable and may result in a grade reduction, inability to complete the course, necessity to repeat the course, and/or other action by the instructor, department, college, and/or university.

For the most part, coursework is submitted via Canvas. The exception to this is if a student has a hard copy of the Teaching Log or Reader’s Response Journal.

**Revising Coursework**

Revisions are allowed at the instructor’s discretion. If you would like to request the opportunity to revise an assignment, you must contact the instructor within 48 hours (weekday hours) of receiving feedback / a grade on the original submission. At that point, the instructor will discuss whether an arrangement for revisions can be made. In most cases, students will need to complete and submit a “Revised Work Form” with their revised version of the assignment. If you are approved for a revision, all revisions are due within a week of receiving instructor approval.

Some assignments are unable to be revised. These include:

* Formal Observations #1 & #2
* Teaching Log
* Field Hours Verification
* Reader’s Response Journal
* Professional Participation
* PLC Notes

**Due Dates**

The instructor has set due dates for coursework so that there is time for students to receive feedback between assignments. Depending on individual circumstances, it might be possible to extend assignment deadlines. Any communication regarding coursework, especially questions about expectations and timeline, should be done at least a week in advance of assignment due dates.

**Snow Days**

We will follow GBAPS for weather-related closings. If they are closed for the day, we will not meet in-person but move our course session online. I will send instructions via Canvas anytime there is a snow day. If GBAPS is two-hours late, it will not affect our course and we will hold our lecture on-time at 10 am.

If it is unsafe for you to drive to class and GBAPS is still in session, then you must take the steps necessary for any absence. Please review that policy above.

# University Policies

**Academic Integrity**

Plagiarism, copying another student’s work, finding completed work from other sources (print and/or web-based) and other forms of academic dishonesty will not be tolerated. Consequences for failing to uphold academic integrity expectations may include any or all of the following: redoing coursework, retaking a course, and other department-, college-, and/or university-level actions. Please review UW-Green Bay’s Academic Rules and Regulations for additional information:

<http://catalog.uwgb.edu/undergraduate/general-information/academic-rules-regulations/>

**Student Accessibility Services**

Consistent with federal laws and the policies of the University of Wisconsin, it is the policy of UW-Green Bay to provide appropriate and necessary accommodations to students with disabilities. If you are require any academic accommodations, please contact the Student Accessibility Services (SAS) Director (phone: 920-465-2841; email: [sas@uwgb.edu](mailto:sas@uwgb.edu); website: [www.uwgb.edu/sas](http://www.uwgb.edu/sas)) to register and/or request services. If you have already established accommodations through the ACCESS program through the SAS Office, please communicate your approved accommodations with me at your earliest convenience so we can discuss your needs in this course.

**Religious/Cultural Observance**

It is the policy of the University of Wisconsin-Green Bay that all students' religious observances shall be reasonably accommodated with respect to all examinations and other academic requirements. A student shall be permitted to make up an examination or other academic requirement at another time or by an alternative method, without any prejudicial effect where there is a scheduling conflict between the student's religious observances and taking the examination or meeting the academic requirements. Whenever possible, the student should notify the instructor of such a conflict within the first three weeks of the beginning of classes (within the first week of summer session and short classes), of the specific days or dates on which he or she will request relief from an examination or academic requirement. Instructors should be aware that not all religions are calendar bound and that such early notification is not always possible.

The manner chosen to accommodate a missed requirement is at the discretion of the instructor, but it must be fair to all students in the course. Complaints related to the implementation of this policy will be resolved in the same manner as any other academic complaint. Abuse of this policy by students will be resolved in the same manner as any other academic misconduct.

**Civility and Inclusivity Statement**

Bigotry will be addressed on this campus. Discriminatory, harassing, or intimidating behaviors will be subject to the University’s disciplinary processes. As a campus community we will not engage in harassment or discrimination against another human being on the basis of race, color, religion, sex, sexual orientation, gender and/or gender identity or expression, marital or parental status, genetic information, national origin, ethnicity, citizenship status, veteran or military status (including disabled veteran, recently separated veteran, other protected veteran, or Armed Forces service medal veteran status), age, or disability. Verbal or written abuse, threats, harassment, intimidation, or violence against persons or property will not be tolerated. In this context, alcohol or substance abuse will not be accepted as a defense for such abuse, harassment, intimidation, or violence. Absence of malice, intent or “it is just a joke” is also not a defense for such behaviors. As a campus community we expect that all members engage in the resources provided to better understand all aspects of discriminations and harassment.

To access the full statement:

<http://www.uwgb.edu/UWGBCMS/media/inclusive-excellence/files/pdf/Civility-and-Inclusion-Statement-17.pdf>

**FERPA**

The Family Education Right to Privacy Act (FERPA) is a federal law designed to protect the education records of students from kindergarten to graduate school. You can find more information at<https://www.uwgb.edu/ferpa/>

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# Student Resources

Counseling and Health Center

<https://www.uwgb.edu/counseling-health/>

Disability Services

<https://www.uwgb.edu/disability-services/>

Multi-Ethnic Student Affairs

<https://www.uwgb.edu/mesa/>

Pride Center

<https://www.uwgb.edu/pride-center/>

Student Organizations

<https://www.uwgb.edu/student-organizations/>

The Learning Center

<https://www.uwgb.edu/learning-center/>

Writing Center

<https://www.uwgb.edu/writing-center/>

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# References

Darling-Hammond, L. & Bransford, J. (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco, CA: John Wiley & Sons.

de Jong, E. (2013). Preparing mainstream teachers for multilingual classrooms. *Association of Mexican-American Educators (AMAE), 7*(2), 40-49.

Dintersmith, T. (Producer), Wagner, T. (Producer), & Whiteley, G. (Director). (2015). *Most likely to succeed* [Motion picture]. United States of America: One Potato Productions.

Freire, P. (1996). *Pedagogy of the oppressed*. New York, NY: Penguin Putnam.

Goldenberg, C. (2013). Unlocking the research on English learners: What we know—and don’t yet know—about effective instruction. *American Educator, Summer*, 4-11.

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