

<p>Minnesota State University, Mankato Department of Educational Studies: Elementary and Early Childhood EEC 222W: Human Relations in a Multicultural Society, 3 credits [W = Writing Intensive Course]</p>
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Instructor:	Elizabeth Sandell, Ph.D.	
Department:	Educational Studies: Elementary and Early Childhood AH 328	
Office:	Armstrong Hall – 329-D	
Phone:	507-389-5713 (Instructor’s office)	507-389-1516 (EEC Department Office)
Time and Location:	Typically 3-hour class meeting once per week	
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Course Description

This course involves the study of interpersonal skills, motivation, and group skills applied to educational settings. The coursework requires 18 hours of Service Learning field experience outside of class. Meets State of Minnesota human relations requirement for teacher licensure. Meets three general education requirements: diversity, performance, and writing intensive. Fulfills a Cultural Diversity requirement for General Education at Minnesota State University, Mankato. Categorized as a “gold” course at Minnesota State University, Mankato.

Required Texts

- Koppelman, K. L. and R. L. Goodhart. 2011. *Understanding Human Differences: Multicultural Education for a Diverse America*. New York, NY: Pearson Education.
- Neyhart, D. and E. Karper. *The OWL at Purdue: APA Formatting and Style Guide*. Available FREE from <http://owl.english.purdue.edu/owl/resource/560/01/>
- Northwest Regional Education Laboratory. *Six Plus One Writing Traits*. Available FREE from <http://doe.sd.gov/curriculum/6plus1/definition.asp>
- Sandell, E. (Ed.) 2011. *EEC 222w: Human Relations in a Multicultural Society, Course Packet*. Available for purchase in the Armstrong Hall Copy Shop.

Recommended Texts

- Banks, James. 2008. *An Introduction to Multicultural Education*. Boston, MA: Pearson, Allyn and Bacon.
- Barrera, I. and R. M. Corso. 3rd edition. 2003. *Skilled Dialogue: Strategies for Responding to Cultural Diversity*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Johnson, A. P. 2003. *A Short Guide to Academic Writing*. New York, NY: University Press of America, Inc.
- Payne, R. K. 2005. *A Framework for Understanding Poverty*. Highlands, TX: aha! Process, Inc.
- Pipher, M. 2002. *The Middle of Everywhere: Helping Refugees Enter the American Community*. New York, NY: Harcourt, Inc.
- Tatum, B. D. 2003. *Why Are All the Black Kids Sitting Together in the Cafeteria?* New York, NY: Basic Books.
- Weary, D. and Hendricks, W. 1991. *I Ain’t Comin’ Back*. Carol Stream, IL: Tyndale House Publishers.

Course Objectives

1. Understand issues of diversity in a multicultural society
2. Recognize and appreciate the contributions, culture, norms/value, oppression which groups experience in our society
3. Create a positive, productive and equitable learning environment
4. Develop personal communication skills and to listen to, respond to others with different ideas and values
5. Deal with conflict
6. Develop self-concept/self-esteem
7. Awareness of personal dispositions, especially related to professionalism
8. Identify values, strengths and needs and be reflective in professional development
9. Develop and act upon personal power in working with diversity
10. Collaborate with others to create a positive learning environment
11. Improve skill in writing for academic audiences

Course Calendar (Tentative and subject to change)

Module/ Date	BEFORE CLASS	DURING CLASS
1	Buy textbooks from bookstore Buy course packet from Armstrong Copy Shop Visit course D2L site	Introduction Course Overview Micro-cultures Diversity
2	Read Chapter 1 in Koppelman/Goodhart Register and/or update D2L profile & efolio pages	Service Learning Values Norms of Behavior
3	Buy name badge from MSU Hub Read Chapter 2 in Koppelman/Goodhart	Self-concept/ Self-esteem Temperament
4	Read Chapter 3 in Koppelman/Goodhart	Communication Collaboration Group Functions Dispositions
5	Read Chapters 4 and 5 in Koppelman/Goodhart	Immigration Empowerment and Oppression
6	Read Chapter 10 in Koppelman/Goodhart	SEXUAL ORIENTATION
7	Read Chapter 9 in Koppelman/Goodhart	GENDER MINNESOTA NATIVE AMERICANS
8	Read Chapter 8 in Koppelman/Goodhart	AGE AFRICAN AMERICAN

Module/ Date	BEFORE CLASS	DURING CLASS
9	Read Chapter 12 in Koppelman/Goodhart	ABILITY/DISABILITY/EXCEPTIONALITIES MIDDLE EASTERN AMERICANS
10	Read Chapter 11 in Koppelman/Goodhart	SOCIOECONOMIC CLASS ASIAN AMERICANS
11	Read Chapter 6 in Koppelman/Goodhart	LATINO AMERICANS RELIGION
12	Read Chapter 7 and 13 in Koppelman/Goodhart	Diversity and Culture Pluralism and Unity
13	Prepare individual final reflection statement and presentation comments	FINAL COMMENTS
14	Prepare individual final reflection statement and presentation comments	FINAL COMMENTS (continued)

Instructional Strategies

This 3-credit course includes approximately 45 hours of class-based instruction (3 hours each week). For each hour in class meeting, students are expected to spend approximately 2 hours of time working on material outside of class. Therefore, a student might expect to spend approximately 135 hours in work for this course.

The instructional strategies for this course will include various methods and strategies for enhancing learning: Case studies, review activities, cooperative large and small group activities, role-playing, simulations, assigned and elective readings, lectures, multi-media presentations, guest speakers, field trips, and inquiry-oriented discussion circles.

The course is based on Process-Oriented Guided Inquiry Learning (POGIL). POGIL is a set of classroom techniques that seek to simultaneously teach content and key process skills such as the ability to think analytically and work effectively as part of a collaborative team.

The MSU instructor will serve as facilitator, observing and periodically addressing individual and classroom-wide needs. The course materials will supply students with data or information. The purpose of the course presentations, lectures, and texts is to provide information and model how to apply concepts in solving problems. Homework and in-class workshops will help develop essential skills in information processing, critical and analytical thinking, and problem solving. Students will work in small groups on specially-designed guided inquiry materials. The guided learning process provides leading questions designed to guide students toward formulation of their own valid conclusions. Students participating in the course are encouraged to learn through authentic inquiry within the context of the course themes and requirements.

Eighteen hours of direct contact is required in Service Learning with people from a group that is challenging to the student. MSU holds a Service Learning Fair each semester so that students can attend and place themselves into a suitable program. The Office of Field Experiences will facilitate the required student background checks. Agencies will be informed of background check information.

Attendance Requirements

Attendance is expected. Students will earn points for presence and will lose points for absence. Attendance means being physically and mentally present, such that sleeping in class is considered an absence. The attendance policy of the EEC Department is a “3 strikes and you’re out.” In other words, students may be absent two times during the course of the semester, but the third absence results in an instructor drop from the course or a Grade of F, unless the student presents compelling evidence for special consideration. Because students are preparing to be professionals, it is expected that the student will notify the instructor in advance of an absence by calling 389-5713 or sending an e-mail prior to the class meeting: elizabeth.sandell@mnsu.edu

Participation is expected. You are expected to be an active learner/participant. You are expected to raise questions or comments that will add to the richness of this course. Criteria for participation include: preparation for class by reading assignments in advance, sharing ideas, participating in discussion, asking questions, participation in group work, participation in the peer editing process, and enthusiasm.

Assignments

Further clarification of assignments is available throughout the course packet. Assignments will also be reviewed and discussed in class. This is a Writing Intensive Course. Therefore, you will submit at least 20 pages (250 words per page) that will be evaluated. Some of these pages are to be reviewed by peers to give students an opportunity to learn from one another and correct writing errors prior to evaluation by the instructor. Some of these papers may be reviewed by a peer, revised, and resubmitted to the instructor and/or graduate assistant for evaluation.

CLASS MEETINGS

Your presence and timeliness in class meetings are expected. Attendance is maintained by a sign-in form that each student will sign when he/she arrives in class. Class participation will include several in-class quizzes, assignments and team projects that are impossible to complete if you are absent.

STUDENT SELF-ASSESSMENTS

LEARNING STYLES INVENTORY (online or form in class)

Each student will complete an inventory to determine their preferred learning styles and strengths: <http://people.usd.edu/~bwjames/tut/learning-style/stylest.html> The results will be used by the instructor to plan and implement curriculum and instruction during the course. This assessment is required.

TEMPERAMENT TYPE INVENTORY (in class)

Each student will complete an inventory to determine their temperament type. The results will be used by the instructor to plan and implement curriculum and instruction during the course. This assessment is required.

COMMUNICATION ASSESSMENT (online)

Each student will complete an inventory to determine their communication style: <http://www.speakstrong.com/inventory/> This information is required, but is not graded. The student should particularly focus on these skills during the Service Learning experience and during the Team Project so that s/he may reflect on these goals while writing the Reflective Analysis papers in these two areas.

WRITING DIAGNOSTIC ASSESSMENT (online)

Each student will complete a diagnostic assessment of their academic writing skills on the MyWritingLab web site. The results will be used by the instructor to plan and implement writing instruction during the course. This assessment is required.

PROFESSIONAL DISPOSITIONS SELF-ASSESSMENT (form)

Each student will complete a self-assessment about their achievement of professional dispositions or behaviors. The results will be used by the instructor to plan and implement curriculum and instruction during the course. This assessment is required.

PERSONAL DIVERSITY MAP (form)

Each student will complete a self-assessment about their personal diversity. The student will describe him/herself and elements that are a significant part of who he/she is or how he/she chooses to identify themselves to others (e.g., sister, student, African-American, Christian, democrat, etc). The results will be used by the instructor to plan and implement curriculum and instruction during the course. This assessment is required.

DIVERSE ASSOCIATIONS MAP (form)

Each student will complete a self-assessment about their achievement of professional dispositions or behaviors. The results will be used by the instructor to plan and implement curriculum and instruction during the course. This assessment is required.

INTERCULTURAL DEVELOPMENT INVENTORY (online)

Each student will complete an inventory to determine their cultural competence and orientation. Each student will be given a username and password to complete the inventory. The results will be used by the instructor to plan and implement curriculum and instruction during the course. This assessment is required.

SELF-ASSESSMENT REFLECTION PAPER (paper submitted)

Each person will report on the results of the self-assessments completed for this course. Students will analyze how their experience of diversity may be affected by their personalities and preferences. See the grading checklist for more information.

- Describe your learning style and your temperament type.
- Comment on how your personal behaviors match or don't match this description; give specific examples
- Identify potential negative conflicts that might occur because of the characteristics
- Identify a strategy to avoid negative conflicts, i.e. what will you say or do to avoid or resolve negative conflicts

CULTURAL AUTOBIOGRAPHY

CULTURAL AUTOBIOGRAPHY (paper submitted)

Each student will write about the context of their family and community background and their experiences in education/influential teachers that have influenced his/her career choice. See the grading checklist for more information.

SERVICE LEARNING

SERVICE LEARNING FIELD EXPERIENCE (outside of class meetings)

Each student will purposefully be assigned in a service learning environment where s/he is challenged by some aspect of the group or individual(s) that s/he works with for a minimum of 18 hours.

SERVICE LEARNING REFLECTION PAPER (paper submitted)

After completion of a minimum of 18 hours in a service learning environment, the student will write a reflective analysis paper to address the experiences he/she had in the Service Learning agency. See the grading checklist for more information.

CULTURAL PARTNERSHIP

CULTURAL PARTNERSHIP EXPERIENCE (outside of class meetings)

Each student will purposefully be assigned to a cultural partner to meet for a minimum of 18 hours.

During this experience, each student will consider their values related to this experience, self-concept/self-confidence during this experience, power interactions, oppressive behaviors toward this group prior to Cultural Partnership experience plus a description of changed behaviors, his/her communication goals, how this experience applies to the student's life now, and how this experience will apply to the student's life in his/her future career. There may be some unexpected outcomes, some conflict resolution, and/or some opportunities to empower others.

CULTURAL PARTNER INTERVIEW (transcript submitted)

Each student will conduct an ethnographic interview with someone from a cultural other than his/her own. A minimum of ten questions will be included, along with the partner's responses.

STUDENT CP REFLECTION PAPER (paper submitted)

After completion of a minimum of 18 hours in a cultural partnership, the student will write a reflective analysis paper to address the Cultural Partnership experience. Additionally, the student may address a statement of unexpected outcomes, a statement about how conflict resolution was utilized during the course of the Cultural Partnership, and a description of any opportunities to empower others. See the grading checklist for more information.

EXTRA CREDIT

CULTURAL EVENT REFLECTION PAPER (paper submitted)

Throughout the semester, there are special events on campus that focus on topics related to diversity. (These will be announced in class as information is made available. If the entire class attends such an event during class time, the opportunity for extra credit is NOT available.) You may choose to attend an event and write a reflective analysis paper in which you describe what you learned, how you felt, and how this presentation will affect your actions now and in the future. Following the criteria on the grading evaluation sheet, write a two-page paper. Share your paper with a peer, who is to note completion of each criterion and sign the evaluation form. Turn in the paper and the form to the course instructor.

CULTURAL INTERVIEW (paper submitted)

You may choose to conduct an ethnographic interview with someone from a cultural other than your own. Write a reflective analysis paper in which you describe what you learned, how you felt, and how this interview will affect your actions now and in the future. Following the criteria on the grading evaluation sheet, write a two-page paper. Share your paper with a peer, who is to note completion of each criterion and sign the evaluation form. Turn in the paper and the form to the course instructor.

EFOLIO PROFILE AND DOCUMENTATION (online)

Collect all the products that you generated in this course. Include artifacts, either scanned or photocopied or .jpg images. Include your reflection about how you have acquired skills as required in your future profession. You may earn extra credit by submitting your material through your eFolio web site. See <http://www.efoliominnesota.com/> and <http://www.youtube.com/watch?v=73gAgGiSiRc> To earn this credit, submit an email with your efolio web address.

Grading

	Possible	Actual
CLASS MEETINGS	45 possible	
Student attendance and participation 1 point per hour of class	45	
STUDENT SELF-ASSESSMENTS	60 possible	
Student Information Form	3	
D2L Profile (online)	3	
Learning Styles Inventory	3	
Temperament Inventory	3	
Communication Assessment and goals (pre) (online)	3	
Communication Assessment (post) (online)	3	
Writing Assessment and goals (pre) (online)	3	
Writing Assessment (post) (online)	3	
Professional Dispositions Assessment (pre)	3	
Professional Dispositions Assessment (post)	3	
Personal Diversity Map	3	
Diverse Associations Map	3	
Intercultural Development Inventory (pre) (online)	3	
Intercultural Development Inventory (post) (online)	3	
Self-Assessment Reflection Paper (first draft; minimum 2 pages)	15	
Self-Assessment Reflection Paper (final draft; minimum 2 pages; possible recovery of 50% of remaining points)		
CULTURAL AUTOBIOGRAPHY	30 possible	
Cultural Autobiography (first draft; minimum 4 pages)	30	
Cultural Autobiography (final draft; minimum 4 pages; possible recovery of 50% of remaining points)		
SERVICE LEARNING	65 possible	
Student SL Information Form	3	
Student SL Background Consent Form	3	
Student SL Contract with Agency	3	
Student SL Attendance and Participation 1 point per hour of service (documented with log)	18	
SL Supervisor Evaluation of Student	5	
Student thank-you note to SL agency staff (addressed and stamped)	3	
Student SL Reflection Paper (first draft; minimum 4 pages)	30	
Student SL Reflection Paper (final draft; minimum 4 pages; possible recovery of 50% of remaining points)		
CULTURAL PARTNERSHIP	65 possible	
Student CP Information Form	3	
Student CP Contract with Peer	2	
Student CP attendance and participation 1 point per hour of meeting (documented with log)	18	
Student CP Interview Transcript	9	
Student thank-you note to CP partner (addressed and stamped)	3	

Student CP Reflection Paper (first draft; minimum 4 pages)	30	
Student CP Reflection Paper (final draft; minimum 4 pages; possible recovery of 50% of remaining points)		
EXTRA CREDIT	35 possible	
Cultural Event Reflection Paper (attendance plus minimum 2 pages, with peer review)	5	
Cultural Interview Reflection Paper (attendance plus minimum 2 pages, with peer review)	5	
eFolio Profile and Documentation	25	
TOTAL POINTS EARNED		

Grading Scale

If students want to receive a grade of A, they must complete all course requirements, on time and with outstanding quality. Grades for this course will be awarded based on points:

99-100 %	=A+	Work of definitely superior quality
95-98 %	=A	
93-94 %	=A-	
91-92 %	=B+	Work of better-than-average level or performance
86-90 %	=B	
84-85 %	=B-	
82-83 %	=C+	Work of average performance
77-81 %	=C	
75-76 %	=C-	
72-74 %	=D+	Work of below-average performance
67-71 %	=D	
66 %	=D-	
65%	= F	Work of unacceptable performance

Academic Integrity and Honesty

Academic integrity refers to the “integral” quality of the search for knowledge that a student undertakes. The work a student produces, therefore, ought to result completely from the student’s own efforts. Sources for intellectual and/or teaching ideas, including quotes and general paraphrases, must be cited and referenced according to the *Publication Manual of the American Psychological Association*.

A student is guilty of violating Academic Integrity and Honesty if the student (a) knowingly represents the work of others as the student’s own work, (b) uses or obtains unauthorized assistance in the execution of any academic work, or (c) gives fraudulent assistance to another student. Examples of violations include, but are not limited to: “plagiarism (using another’s phrasing, concepts or line of reasoning as your own); submitting work for course assignments that is not your own work; submitting the same paper in different classes without prior approval from both instructors; cheating on assignments; failure to follow class policies; obtaining academic benefits through inappropriate application of technology; computer fraud or unauthorized access; engaging in academic fraud alone or with others; downloading

material from the Internet without proper citation; illicit attempts to influence grading; failing to abide by test-taking procedures; signing the class attendance roster for another student.”

Please see the MSU Basic Stuff Handbook for the university policy on academic honesty and plagiarism. The instructor reserves the right to deduct points or to fail the student who is guilty of academic dishonesty and/or plagiarism. (<http://www.mnsu.edu/welcome3/Publications/basic-stuff/policies>)

“In order for an academic community to teach and support appropriate educational values, an environment of trust, cooperation and personal responsibility must be maintained. As members of the University community, students assume the responsibility to fulfill their academic obligations in a fair and honest manner. This responsibility includes avoiding such inappropriate activities as plagiarism, cheating or collusion. Students found responsible for one or more of these activities may face both academic sanctions (such as lowering a grade, failing of a course, etc.) and disciplinary sanctions (such as probation, suspension, expulsion).”

Please visit the above-cited webpage for the complete policy.

When preparing written or oral presentations, students will cite appropriate research resources, including books, articles in academic journals, professional organization publications, individual interviews, film documentaries, etc. Using internet web pages will NOT count toward the use of appropriate research resources. Students will cite their references according to the Publication Style Manual of the American Psychological Association.

See <http://owl.english.purdue.edu/owl/resource/560/01/> and <http://apastyle.org/learn/index.aspx>

Concerns about Academic Feedback

If you are concerned about a score that you receive, it is my policy that you wait a minimum of 24 hours to address the issue with me. This 24-hour period will allow you to cool off and to gain a perspective if I truly made a mistake in grading or if you have indeed earned the score that was recorded. Please meet with me in my office during office hours and be prepared to prove me wrong with evidence. I do make mistakes and will gladly take the responsibility to rectify any errors on my part. Likewise, I would anticipate that you would be responsible for any errors that you have made.

Services for Identified Students with Disabilities

Minnesota State University, Mankato provides students with disabilities reasonable accommodations to participate in educational programs, activities, or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should first register with the Office of Disability Services, located in 0132 Memorial Library (507-389-2825, TDD 711) and then contact the instructor as soon as possible thereafter.

Classroom Conduct

The instructor will strive to conduct this class in an atmosphere of mutual respect. Students are encouraged to actively participate in class discussions. Each person may have strongly differing opinions on the various topics of class discussions. The conflict of **ideas** is encouraged and welcome. The orderly questioning of the ideas of others, including the ideas of the instructor, is similarly welcome. However, the instructor will exercise responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. Students should expect that if their conduct during class discussions seriously disrupts the atmosphere of mutual respect expected in this class, the instructor will file a Communication of Concern with the College of Education.

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.