



Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP **ETC 507: Social Justice, Equity and Diversity**

3 Credits
Effective: Fall 2019/2020

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course is an exploration of social, historical, moral and political dimensions of identity and culture as they apply to K-12 education. Candidates explore their own assumptions, biases, and personal experience relating to diverse identities within the population (gender, race, religion, sexual orientation, language, nationality, age, socioeconomic status, ability/disability, mental health, etc.), and how these impact and inform instructional practices in the classroom. The course covers social justice concepts of intersectionality, cultural narratives, institutional and personal power and privilege, microaggressions, intergenerational trauma, history (emphasizing Pacific Northwest history and Since Time Immemorial curriculum), and cultural identity development across an individual's lifespan. Course includes components of state requirements for certification (edTPA, TPEP, etc.).

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged "Purchase from the Canadian Bookstore." Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

COURSE OUTCOMES

In this course, learners:

- Collaborating with Families and Communities
- Cultural Competence
- Learning Environment
- Planning and Adapting Curricula
- Preparing Responsible Citizens

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Weekly Journal	30%
Presentation and Facilitated Discussion	25%
Culturally Responsive Curriculum Analysis and Evaluation	25%
Participation, Engagement, and Essential Dispositions	20%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics with more detail as to how this assignment will be graded.

Weekly Journal

Candidates will engage in self-reflection through weekly journal responses and a final culminating reflection entry. While candidates will be in dialogue with each other in class discussions, the weekly journal is where candidates will be in dialogue with themselves each week. A culturally responsive educator is one who is able to reflect on the ways they have been shaped culturally, and how those experiences have built the unique lens they look through while working with students in the classroom. The journal will be an exploration of candidates’ strongly held beliefs, identification of personal biases, political positions, and emotional responses to various topics. There will be an instructor-provided prompt or topic each week. Candidate journals will be a compilation of reflections on personal experiences (both past and present) surrounding the assigned topic each week, and how these experience might impact and influence the candidate’s presence in their classroom. Journal writing does not need to be overly formal or academic, but should be readable with appropriate grammar and conventions.

<i>Components</i>	<i>% of Grade</i>
Weekly Entries	50%
Reflective Entry	50%
TOTAL	100%

Presentation and Facilitated Discussion

Candidates will work in pairs to research and present on a chosen (or assigned) topic relating to identity development across the lifespan. Some “identities” include: Gender, Sexual Orientation, Race, Socioeconomic Status, Nationality, Religion, Age, Ability, Education, Language. Each group will present on a different identity category. The presentation should be 15 minutes in length, and address all areas outlined in the rubric. After the presentation, candidates will facilitate a 15-20 minute class discussion around their identity category.

<i>Components</i>	<i>% of Grade</i>
Presentation of Issue and Background	20%
Personal Experience	20%
Impact and Action Items	30%
Discussion Facilitation	30%
TOTAL	100%

Culturally Responsive Curriculum Analysis and Evaluation

Candidates will select a standard, cluster of standards, topic, unit for a particular grade level in their endorsement area. Candidates will critically evaluate, compile, and/or create instructional materials/strategies related to their chosen theme/topic. Candidates will analyze and evaluate the degree to which their materials are culturally responsive and relevant to their local context, as well as suggest appropriate adaptations or supplemental strategies for implementation.

<i>Components</i>	<i>% of Grade</i>
Selection of Materials	20%
Evaluation of Materials	40%
Adaptations	40%
TOTAL	100%

Participation, Engagement, and Essential Dispositions

Candidates should participate and engage in all classwork, including required assignments, class discussions, activities, and instructor-determined assignments. Candidates should work to meet essential dispositions criteria not only in the field, but also in their coursework, whether online or in person

<i>Components</i>	<i>% of Grade</i>
Engagement	50%
Essential Dispositions	50%
TOTAL	100%

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to Dr. Scott Carnz, Provost or to the Vice President of Student Affairs, Melissa Mecham.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.