

## ECI 509 001 Course Syllabus

### ECI 509 – Special Problems in Curriculum and Instruction: Teaching about Identities, Diversity, and Equity in K-12 and Higher Education

**Section 001**

**Spring 2020**

**3 Credit Hours**

#### Course Description

In this course, you will learn and practice strategies and techniques for teaching about diversity, equity, and inclusion. You will also give feedback to other students and instructors on their teaching. This course is also a practicum for facilitators of the Education Dialogues. Previous coursework in issues of diversity, inclusion, equity, social justice, and/or social identities recommended.

#### Learning Outcomes

- Improve pedagogical skills for teaching about diversity, equity, and inclusion
- Develop greater awareness around the roles of self-regulation and social identity in teaching practice
- Develop leadership and advocacy skills

#### Course Structure

Each week, Dr. Byrd will introduce techniques and strategies and then students will take turns practicing and reflect on use cases. The specific activities each week will depend on the interests and existing skills of students enrolled. Additionally, outside faculty members and graduate students will apply to lead sessions and receive feedback on their techniques and skills. Each outside instructor will be paired with a student in the class who will meet with them before their session and then summarize the feedback from the rest of the class. Finally, students in the course will contribute a handbook of diversity teaching strategies with entries that explain how to implement activities and what types of content and audiences different activities are suited for.

#### Course Policies

##### Course Communication

The instructor will use Moodle and your NCSU email address for all course communications. To help the course go smoothly, please check your email and Moodle on a regular basis.

#### Instructors

**Dr. Christy M. Byrd (cmbbyrd3) - Instructor**

**Email:** [christy\\_byrd@ncsu.edu](mailto:christy_byrd@ncsu.edu)

**Web Page:** <http://byrdlab.wordpress.ncsu.edu>

**Phone:** 919-515-1585

**Office Location:** Poe Hall 602C

**Office Hours:** Monday, Wednesday, and Friday 2:30-3:00pm via Zoom:

<https://ncsu.zoom.us/my/christymbyrd> or by appointment

#### Course Meetings

**Seminar**

**Days:** Tuesday  
**Time:** 1:30-4:15pm  
**Campus:** Main  
**Location:** Poe 214  
*This meeting is required.*

### Course Materials

Johnson, A.G. (2017). *Privilege, Power, and Difference*. (3rd ed.). New York: McGraw-Hill.  
*Note: The 2<sup>nd</sup> edition (2005) has the same chapters and content, but the 3<sup>rd</sup> edition has been updated to address more recent movements such as Black Lives Matter.*

Kaplowitz, D. R., & Griffin, and S. S. S. R. (2019). *Race Dialogues: A Facilitator's Guide to Tackling the Elephant in the Classroom*. Teachers College Press.

Other readings will be posted on Moodle.

### Requisites and Restrictions

#### Prerequisites

None

### Co-requisites, and Restrictions

None

### General Education Program (GEP) Information

#### GEP Category

This course does not fulfill a General Education Program category.

#### GEP Co-requisites

This course does not fulfill a General Education Program Co-Requisite category.

### Transportation

The course will take field trips and have a few events scheduled outside of class time. The instructor will provide transportation.

### Safety & Risk Assumptions

None.

### Grading

#### Grade Components

Component	Weight	Details
<b>Attendance and Engagement</b>	<b>30</b>	You will be expected to be an active participant in discussions and activities each week. Engagement can take many forms—it does not necessarily mean talking a lot. Students who think deeply, genuinely contribute, demonstrate active listening, and support others in

Component	Weight	Details
		<p>participating well will earn 2 points. Students who are present and participate in activities but do not contribute effectively will earn 1 point. Students who are absent or unengaged will earn 0 points.</p> <p>See the attendance policy for information on excused absences. Excused absences will earn 2 points and unexcused absences will earn 0 points.</p>
<b>Weekly Reflections/ Handbook Entries</b>	<b>40</b>	Each week you will answer a journal prompt on Moodle reflecting on the class. The journal is due at midnight after class. You will receive 2 points for each journal that is submitted on time and exhibits deep thought and genuine engagement with the prompt. You will receive 1 point for journals that are late or superficially engage with the prompt. You will receive 0 points for journals that are lacking sufficient engagement or more than three days late. At the end of the course, you will summarize your journals into 3-4 entries for a handbook on social justice teaching.
<b>Lesson Plans and Teaching Performance</b>	<b>20</b>	You will create 3 lesson plans focused on a diversity topic. You will deliver at least one of them in class and then reflect on your performance.
<b>Consultation with an Outside Instructor/Special Events</b>	<b>10</b>	<p>You will meet with an outside instructor before they teach in our class to discuss their goals and help them prepare. After the instructor teaches, you will summarize the feedback from our class and then meet with the instructor again to discuss the feedback.</p> <p>You will also assist in planning and facilitating our special community events (Day of Dialogue and Dessert with Democracy).</p>

#### **Special Community Events**

We will coordinate with the other section of ECI 509 (Education Dialogue) to plan and facilitate two special community events.

*Day of Dialogue* will occur toward the middle of the semester. We will meet with community members in rural North Carolina at Franklinton Center at Bricks to dialogue about the meaning of education. Teaching Lab students will facilitate discussions between community members and Dialogue students in small groups.

*Dessert with Democracy* will occur toward the end of the semester. We will invite the general public to an event where Dialogue students lead small group discussions on college access and equity.

## Letter Grades

**This Course uses Standard NCSU Letter Grading:**

97 ≤	<b>A+</b>	≤ 100
93 ≤	<b>A</b>	< 97
90 ≤	<b>A-</b>	< 93
87 ≤	<b>B+</b>	< 90
83 ≤	<b>B</b>	< 87
80 ≤	<b>B-</b>	< 83
77 ≤	<b>C+</b>	< 80
73 ≤	<b>C</b>	< 77
70 ≤	<b>C-</b>	< 73
67 ≤	<b>D+</b>	< 70
63 ≤	<b>D</b>	< 67
60 ≤	<b>D-</b>	< 63
0 ≤	<b>F</b>	< 60

## Requirements for Credit-Only (S/U) Grading

In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to <http://policies.ncsu.edu/regulation/reg-02-20-15>.

## Requirements for Auditors (AU)

Information about and requirements for auditing a course can be found at <http://policies.ncsu.edu/regulation/reg-02-20-04>.

## Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-3>.

## Attendance Policy

As the course cannot occur without active student participation, students may take up to 2 excused absences during the course of the semester. Reasons for excused absences include:

- Serious illnesses
- Family emergencies
- Cultural and religious observances

- Representation of the University in an official capacity (e.g., professional meeting or athletic team)
- Required court attendance
- Required military duty

In order to receive an excused absence, you must submit documentation to the instructor at least one week before your absence, or in the case of illnesses or emergencies, notify the instructor as soon as possible. You must also complete any assigned make-up work by the deadline given to you by the instructor.

For complete attendance and excused absence policies, please see <http://policies.ncsu.edu/regulation/reg-02-20-03>

## **Academic Integrity**

### **Academic Integrity**

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at <http://policies.ncsu.edu/policy/pol-11-35-01>. For assignments, you may not submit responses that are substantially identical to the assignment of another student enrolled in this or previous sections of the course. If you have been found to use unauthorized resources or knowingly plagiarize an assignment, you will receive 0 points for the assignment. Furthermore, you may not save or use any of the materials in this course for anything other than your personal use during the term you are enrolled. This means you may not share any materials on external sites (CourseHero, StudyBlue, etc.) or with students in other terms.

### **Academic Honesty**

See <http://policies.ncsu.edu/policy/pol-11-35-01> for a detailed explanation of academic honesty.

### **Honor Pledge**

Your signature on any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment."

## **Electronically-Hosted Course Components**

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

**Electronically-hosted Components:** Assignments submitted on Moodle

## **Accommodations for Disabilities**

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01) (<https://policies.ncsu.edu/regulation/reg-02-20-01/>).

## Non-Discrimination Policy

NC State provides equal opportunity and affirmative action efforts, and prohibits all forms of unlawful discrimination, harassment, and retaliation ("Prohibited Conduct") that are based upon a person's race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability, gender identity, genetic information, sexual orientation, or veteran status (individually and collectively, "Protected Status"). Additional information as to each Protected Status is included in NCSU REG 04.25.02 (Discrimination, Harassment and Retaliation Complaint Procedure). NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or <https://oied.ncsu.edu/divweb/>. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

## Course Schedule

**NOTE:** The course schedule is subject to change.

### **Week 1: Introduction to Teaching about Identities, Diversity, and Equity — 01/07/2020**

Hopes and Fears  
Setting Course Norms  
Self-Evaluation

### **Week 2: Theoretical Perspectives — 01/14/2020**

*Read before class:*

- Race Dialogues Chapter 2: What is Intergroup Dialogue?
- Race Dialogues Chapter 3: Setting Up an Inclusive Space
- Race Dialogues Chapter 4: Dialogue Facilitation
- Race Dialogues Chapter 11: Race Dialogues Curriculum

Introduction to Intergroup Dialogue

TIDE Model

Review of Child, Adolescent, and Adult Development

### **Week 3: Identities — 01/21/2020**

*Read before class:*

- Johnson Chapter 1: Rodney King's Question
- Race Dialogues Chapter 5: The Power of Sharing Stories
- Race Dialogues Chapter 6: Asking Good Questions
- Race Dialogues Chapter 7: Co-Facilitation

Personal and Social Identities

Identities as Facilitators

Student Identities

### **Week 4: Diversity — 01/28/2020**

*Read before class:*

- Johnson Chapter 2: Privilege, Oppression, and Difference
- Johnson Chapter 4: Making Privilege Happen
- Johnson Chapter 5: The Trouble with the Trouble

Student Diversity

Testimonials

### **Week 5: Equity — 02/04/2020**

*Read before class:*

- Johnson Chapter 6: What it All Has to Do with Us
- Johnson Chapter 7: How Systems of Privilege Work
- Young: Five Faces of Oppression

Understanding Privilege and Oppression

### **Week 6: Conflict and Resistance — 02/11/2020**

*Read before class:*

- Johnson Chapter 8: Getting Off the Hook: Denial and Resistance
- Race Dialogues Chapter 8: Encountering Conflict and Resistance
- Race Dialogues Chapter 9: Responding to Conflict and Resistance

Understanding Conflict and Resistance

Strategies for Conflict and Resistance

### **Week 7: Allyhood and Action — 02/18/2020**

*Read before class:*

- Johnson Chapter 9: What Can We Do?

Teaching for Allyhood and Action

### **Week 8: Beyond the Classroom/Handbook Development — 02/25/2020**

Beyond the Classroom

Work on Handbook

### **Week 9: Student Choice/Outside Instructor — 03/03/2020**

TBD

### **Week 10: Spring Break — 03/10/2020**

No Class

### **Week 11: Student Choice/Outside Instructor — 03/17/2020**

TBD

### **Week 12: Student Choice/Outside Instructor — 03/24/2020**

TBD

### **Week 13: Student Choice/Outside Instructor — 03/31/2020**

TBD

### **Week 14: Student Choice/Outside Instructor — 04/07/2020**

TBD

### **Week 15: Student Choice/Outside Instructor — 04/14/2020**

TBD

### **Week 16: Wrap Up — 04/21/2020**

What Have We Learned?