

ECI 509 002 Course Syllabus

ECI 509 002 – Education Dialogue

Special Problems in Curriculum and Instruction

Spring 2020

1 Credit Hour

Course Description

In today's world, it may seem impossible to bridge vast differences in philosophies and values. The goal of dialogue is to bring together divergent voices in order to understand how multiple perspectives and experiences come to be, and--more importantly--come to be bridged in order to create a more connected, democratic society. In this course, you will engage in an in-depth dialogue on important educational issues from the lens of diversity, equity, and inclusion.

Spring 2020 Topic: Is College for Everyone?

College has been viewed as the solution to many of society's problems, but is it meant for everyone? In this semester, we will explore several questions related to higher education in the United States and the world: Who goes to what kinds of institutions and why? What kinds of experiences do different groups have in college? Who finishes college? Who benefits from a college education? The goal of this dialogue is not to actually answer the question of whether college is for everyone—instead, we will explore many different perspectives and come to a greater understanding of how the question (and its answer) are influenced by our individual and collective identities and experiences.

Learning Outcomes

- Understand the historical, social, political, and economic processes related to the dialogue topic
- Analyze how people's multiple identities interact to create unique and complex perspectives on the dialogue topic
- Explore one's own social identities and how one relates to individuals from different groups
- Understand how social identity, power, and privilege influence interpersonal, group, and institutional dynamics in education
- Engage in open and constructive dialogue, learning, and exploration concerning issues of diversity, equity, and inclusion in education

Course Structure

Each week, you will view presentations, engage in dialogue with peers, and complete a reflection. During the semester we will also hold special events to engage with the community.

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.

Research

The instructor is conducting research on how students learn in diversity courses. As a normal part of the course you will be completing weekly journals to help you evaluate/assess your learning and

skill development. This is required as part of your participation in the course. The research team would like to use your information from the journals and other course materials as data for research. Your consent to allow us to use your assessment information as research data is not a requirement of your participation and your consent/assent will not affect your grade or any course requirements. Please read the consent form for more information on the study.

Instructors

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

Email: 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: Tuesdays

Time: 4:30-6:20pm

Campus: Main

Location: 12 Winston Hall

This meeting is required.

Course Materials

Readings will be posted on Moodle.

Requisites and Restrictions

Prerequisites, 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.

Transportation

The course will take one field trip scheduled outside of class time. The instructor will provide transportation.

Safety & Risk Assumptions

None.

Grading

Grade Components

Component	Weight	Details
Attendance and Participation	40	<p>Your active participation is an essential ingredient for your learning and the learning of your peers. You will earn points for active engagement in the dialogue. Engagement can take many forms—it does not necessarily mean talking a lot. Participants who think deeply, genuinely contribute, demonstrate active listening, and support others in participating well will earn 2 points. Participants 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>
Weekly Journals	40	<p>Each week you will answer a journal prompt on Moodle. You will rotate through different prompts designed to build your self-awareness during the dialogue process. Your responses should be thoughtful, serious, and at least 200 words long. Make sure you answer each question in the prompt and give details. Feel free to address other thoughts, emotions, and behaviors that you want to reflect on.</p> <p>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.</p>
Group Project	20	<p>You will be assigned to a small group to deepen your understanding of the dialogue topic as well as to help you understand and analyze group dynamics. More details will be given in class.</p>

Special Community Events

We will coordinate with the other section of ECI 509 (Teaching about Identities, Diversity, and Equity in K-12 and Higher Education) 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	≤	A+	≤	100
93	≤	A	<	97
90	≤	A-	<	93
87	≤	B+	<	90
83	≤	B	<	87
80	≤	B-	<	83
77	≤	C+	<	80
73	≤	C	<	77
70	≤	C-	<	73
67	≤	D+	<	70
63	≤	D	<	67
60	≤	D-	<	63
0	≤	F	<	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 dialogue 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 Dialogue and Each Other — 01/07/2020

Course Logistics
Hopes and Fears
What is Dialogue?
Setting the Norms
Overview of Dialogue Topic
Active Listening: Is College for Everyone?
Learners and Teachers

Week 2: Identities — 01/14/2020

Understanding Social and Personal Identities
Intersectionality
Cycle of Socialization
Socialization Timeline: College
Generating Questions

Week 3: Our Stories — 01/21/2020

Testimonials: What College Means to Me
Group Project Meetings

Week 4: Historical Perspectives — 01/28/2020

History of College Access and Opportunity
Question Generation

Week 5: Privilege and Oppression in College — 02/04/2020

Privilege and Oppression
Power Exercise
Four Corners

Week 6: Caucus Groups and Fishbowls — 02/11/2020

Caucus Groups

Fishbowls

Week 7: North Carolina Perspectives — 02/18/2020

North Carolina Perspectives
Question Generation

Week 8: North Carolina Perspectives — 02/25/2020

North Carolina Perspectives
Group Project Meetings

Week 9: U.S. Perspectives — 03/03/2020

U.S. Perspectives

Week 10: Spring Break — 03/10/2020

No Class

Week 11: Global Perspectives — 03/17/2020

Global Perspectives
Group Project Meetings

Week 12: Group Project Work — 03/24/2020

No Class: Work on Group Projects

Week 13: Looking Forward — 03/31/2020

The Future of College Access and Opportunity
Being an Ally
Group Project Work

Week 14: Taking Action — 04/07/2020

Cycle of Liberation
Spheres of Influence
Action Continuum

Week 15: Group Project Work— 04/14/2020

Group Project Meetings (in class)

Week 16: Group Presentations — 04/21/2020

Presentations