Human Relations for the Classroom Teacher (07B:180:A03)
Spring 2006

Tuesday/Thursday 9:30-10:45
N200 Lindquist Center
Teaching Assistant: Laura Zieglofsky
Laura-thudiumzieglowsky@uiowa.edu
Office: N475 LC
Office phone: 335-5343/home: 466-9360
Office Hours: Tuesdays-2:00-4:00, Thursdays-11:00-12:00
or by appointment
Course Coordinator: Dr. Scott McNabb, N432 LC; 335-5372

Course Description:

This course explores social issues such as discrimination, diversity, equity, racism, sexism, and ethnic and socioeconomic pluralism and their impact on American schools. Teacher candidates will be familiarized with various social elements that contribute to the makeup of the classroom, therefore affecting the education process. The class will be a reflection and discussion class that will examine personal prejudices, biases and beliefs. It is designed to encourage constructive self-exploration. It will provide useful information relating to various cultural differences and experiences affecting communities, parents, students and educators. The course will provide valuable insight, input and criticism about practical application.

Course Objectives:

- To foster awareness and sensitivity in understanding the various values, lifestyles, histories and contributions of diverse groups found in a pluralistic society.
- To recognize and process topics of dehumanizing biases such as socioeconomic discrimination, sexism, homophobia and racism, and become aware of the impact these biases have on interpersonal relations, both in and out of the classroom.
- To translate knowledge of human relations into attitudes, skills, and techniques that will result in favorable learning experiences for students.
- To recognize ways in which dehumanizing biases may be reflected in instructional materials.
- To respect human diversity and the rights of each individual.
- To relate effectively to other individuals and various subgroups other than one’s own.
- To understand and apply basic sociological concepts to human relations issues.
- To increase oral and written communication skills through a variety of assignments.

Accommodations:

If any student needs special accommodations, please notify me as soon as possible so arrangements can be made. Information regarding accommodations can be found at: http://www.uiowa.edu/~sds/
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Information regarding student complaints and dispute resolution can be found at:
http://www.uiowa.edu/~coedean/policies/student_complaint/index.htm

Information regarding college policy on student academic misconduct can be found at:
http://www.uiowa.edu/~coedean/policies/student_ac_misconduct/index.htm

Course Texts:

The Jossey-Bass Reader on Gender in Education
Noel, Jana (ed.). Notable Selections in Multicultural Education

*Additional articles/readings from instructor.

Course Requirements:

1. Attendance/Absences
   a. Attendance and participation
      1) Students are expected to attend and participate actively in all classes.
      2) Readings listed in syllabus are to be read before each class meeting.
      3) Come prepared with critical/introspective questions or thoughts to share.
      4) Respect and kindness for each of us are essential elements in this class.
   a. Absences
      1) If you must miss a class, please notify me by phone or email within 24 hours before or after the event.
      2) Each class is worth 10 pts.—each unexcused absence will subtract 20 pts.
   b. Thursday lecture sessions: attendance will be taken/points given or subtracted in the same manner as above.

2. Papers
   a. weekly reflection/reaction papers—(approximately 8 over the course of semester)
      1) topics may be specifically assigned or may develop from class/lecture discussions
      2) due on Tuesdays—see schedule
      3) one page, double spaced/typed, 1 inch margins, 12 pt. font
      4) grading—10 pts. each or handed back for revision if they lack depth of reflection or inquiry
   b. ESL paper (see below)—Due April 27
   c. annotated bibliographies (3)
      1) Purpose: To help you review the key points of the readings and to show me that you are doing the reading
      2) Annotation form:
         Article Name, Author. Write 3-5 sentences summarizing the article including a reflection on what you found most intriguing/troubling/interesting/helpful/etc. You may include a question for discussion as part of this.
3) Grading:
   a. Article Name, Author=required
   b. Summary of article=3 pts.
   c. Reflection on article=2 pts.
4) Articles to annotate: See schedule

3. ESL project

   a. You will arrange to spend one hour per week for six weeks throughout the semester working with international students in structured, supervised settings. I understand that this is an extra time commitment, but it is a valuable opportunity to experience working with someone from a different culture, who speaks a different language, and who probably has a very different perspective on both the United States and the world. I also realize that this may not be a first-time experience for many of you, but as an educator, this project places you in a role that encourages interaction, patience, empathy, and a willingness to teach and learn.
   
   b. After completing your six hours, you will write a two page reflection paper on the experience. (1 inch margins, 12 pt. font, double spaced, typed) Due April 27.
   
   c. You may want to consider the following as you prepare your paper:
      1) What were your expectations or concerns going into the project?
      2) What was your experience like working with an international student?
      3) What did you learn from this experience?
      4) Were you committed to getting the most from this experience? How so?
      5) What was the most positive (or negative) aspect of this project?

4. Teaching project (mid-term)

   a. Each student will prepare and present a 5-7 minute lesson
   
   b. topics will be gleaned from an assigned website—see handout of websites
   
   c. Consider what is valuable for us to learn and set a goal/objective
   
   d. use visual aids to help promote your goal: PowerPoint, photos, objects, etc.
   
   e. Consider ‘point of view’ with regard to your students—how old are we, what are our backgrounds/experiences, what are our values, etc.
   
   f. Hand in your outline of lecture and any notes, and your bibliography of sources used

5. Group Presentation

   a. Students will be assigned to groups of 3 or 4
   
   b. Each group will be assigned a particular multicultural/diversity group to study
      1) Research and examine group’s past and present educational experiences
      2) Research and examine group’s cultural and social significance/contributions/celebrations
      2) Report and present information in a 7-10 minute timeframe
      3) Hand in outline of presentation and bibliography of sources used
4) Each member of the group must present some aspect of presentation

6. Final Exam

The final exam is a comprehensive test consisting of short answer questions that will cover various readings and topics presented in the Human Relations lectures. Be prepared to not only recall information on a given topic, but also to argue pro/con sides of various multicultural issues, as well as apply what you have learned in our classroom discussion sessions.

Grading and Grade Distribution:

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<td>Group Presentation</td>
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