NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus. Summer term courses may be accelerated – please check the Ecampus Schedule of Classes for more information.

GRAD 542
THE INCLUSIVE CLASSROOM: DIFFERENCE, POWER & DISCRIMINATION (3)

COURSE CREDIT:
(3) This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
Graduate level standing.

COURSE DESCRIPTION:
An examination of multidisciplinary scholarship on difference, power, and discrimination; critical pedagogies; and curriculum transformation. Discussions of theory and research are coupled with practical hands-on opportunities for students to develop and hone their teaching and course development skills. CROSSLISTED as WGSS 542.

Course Content: In this course we will examine multidisciplinary scholarship on difference, power, and discrimination; critical pedagogies; and curriculum transformation. As we engage with these bodies of literature, we will focus on four areas of engagement as central to developing and teaching inclusive undergraduate courses: student diversity in the classroom, instructor as embodied text, inclusive pedagogical practices, and course content selection. Throughout the course, discussions of theory and research will be coupled with practical opportunities for students to develop and hone their teaching and course development practices.

CONTACT INFORMATION:
For more information, contact: BRENDA McCOMB, 300 KAD, 541-737-6281.
Instructor name: Rich Shintaku, Graduate Certificate in College and University Teaching (GCUT)
Instructor email: shintakr@oregonstate.edu
Instructor phone: 530-902-3098 (cell)
Sample syllabi may not have the most up-to-date information. For accuracy, please check the ECampus Schedule of Classes to see the most current instructor information. You can search for contact information by name from the OSU Home Page.

LEARNING RESOURCES:
Required Text(s):
- Readings on Canvas.

NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Students can also click the ‘OSU Beaver Store’ link associated with the course information in the Ecampus schedule of classes for course textbook information and ordering.

STUDENT LEARNING OUTCOMES:
Upon completion of this course, students will be able to:
- Describe key concepts of difference, power, privilege, and discrimination
- Describe the characteristics and diversity of students in contemporary American higher education
- Explain key theories of curriculum transformation
- Identify their own “location” as embodied text in the classroom
- Develop a course that meets the OSU DPD-course criteria

COURSE CONTENT AND POLICIES:
Communication
Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within one week of the due date.

Discussion Participation
Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in multiple discussions and activities each week. See Modules for specific open/close dates for activities, discussions, and assignments.
Incompletes
Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.

Guidelines for a Productive and Effective Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:
- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Readings
The readings for this course have been selected to provide a foundation for the topics we will engage together during the next ten weeks. You are expected to do all the readings and be intellectually present throughout the term.

Week 1:

Week 2:


**Week 3:**


Week 4:

Chapter 16 - Diversity and Discipline: Approaching French Literary Studies
Chapter 24 – Transforming a Public Health Curriculum for the 21st Century
Chapter 35 –Teaching the Business Case for Diversity
Chapter 49 – Diversity and Multiculturalism in the Science Classroom


Week 5:


Week 6:


Week 7:


Week 8:


**Week 9:**


**Week 10:**
No readings

**Evaluation of Student Performance**
Grading of assignments is based on the assumption that you have completed all readings in accordance with the course deadlines and that you are intellectually present when engaged with the class online. In addition to the assignments you hand in, your final grade is based on the quality of your participation in class discussion, activities, debates, reflections, etc. *Excellent* participation (A) assumes substantive contributions to class discussion and group activities throughout the term. Substantive contributions are meaningful connections or comments on concepts, readings, topics or discussion points that we are working with in class. *Good* participation (B) assumes substantive contributions but with less regularity.
and/or consistency. *Mediocre* participation (C) assumes participation without much depth or consistency throughout the term.

Students will earn their grades in this course by completing the following assignments:

**Class Participation (408 points)**
Class participation includes online activities, discussions, peer review exercises, debates, reflections, and practice assignments.

**Educational Autobiography (200 points)**
This assignment is intended to help you reflect on your schooling experiences starting with your first day of schooling to your current experience as a graduate student.

Your educational autobiography should address the following questions (though you may choose to address other issues as well):

- Where did you grow-up and attend school from K to 12?
- Did you attend public or private schools from K to 12?
- How did you choose your undergraduate major?
- Did you attend a public or private undergraduate institution?
- How did you choose your graduate degree program?
- What did/do you like/dislike about your schooling experiences at the K-12, undergraduate, and graduate level?
- What individuals have most powerfully shaped/currently shape your schooling experience and why?
- In what ways have your schooling/educational experience defined the ways in which you view the education system in the US, and undergraduate education, in particular?
- What do you view as the purpose of undergraduate education?
- In what ways have you schooling/educational experiences shaped the type of educator/academic you are today and the type of educator you want to become?

Length: 6-8 pages, double-spaced, excluding references.

**Knowing Our Students (150 points)**
Using available national and institutionally specific demographic data, create an Infographic that details the demographics of undergraduate students in your primary discipline/field of study, nationally and locally.
**Portfolio (300 points)**

*Option A*
Create a course in your primary area of study to meet the OSU DPD course criteria.

*Option B*
Revise an existing course in your primary area of study to meet the OSU DPD course criteria (If you are revising an existing course, in addition to your revised syllabus, please submit the original syllabus).

*Option C (This option requires instructor approval)*
Create a peer-to-peer workshop syllabus on teaching DPD content in your primary area of study.

At the end of the term, what you will hand in for this assignment is a portfolio that includes your completed syllabus and one completed lesson plan with all supporting materials.

**A draft syllabus for this project is due week 6 (100 points)**
When submitting your draft syllabus, clearly identify which lesson you plan to fully develop for your portfolio submission.

**Pecha Kucha (45 points)**
Create a Pecha Kucha presentation (visual + voice-over narration) that details the key elements of the course you have developed.

**Grading:**

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Online Participation</td>
<td>408</td>
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<tr>
<td>Educational Autobiography</td>
<td>200</td>
</tr>
<tr>
<td>Infographic</td>
<td>150</td>
</tr>
<tr>
<td>Draft Syllabus</td>
<td>100</td>
</tr>
<tr>
<td>Pecha Kucha</td>
<td>45</td>
</tr>
<tr>
<td>Portfolio</td>
<td>300</td>
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<tr>
<td><strong>Total</strong></td>
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**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
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<tr>
<td>D</td>
<td>63-66%</td>
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<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
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</tbody>
</table>
A
An “A” represents excellent work with little room for improvement.

B
A “B” represents good work with a few minor problems or modest deficiencies in terms of content or presentation of the assignment.

C
A “C” represents average work, with more than one serious flaw in terms of content or presentation of the work.

D
A “D” represents inferior work, with substantial problems demonstrated in the depth, clarity, and presentation of content.

F
An “F” represents failure.

The grades and feedback you receive on individual assignments are intended to provide you with information on how you can improve your work, and where you are meeting or exceeding the learning objectives for a particular assignment.

Course site login information
Information on how to login to your course site can be found HERE.

Statement Regarding Students with Disabilities
Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our Getting Started with DAS page.

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.
Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

**Academic Integrity and Student Conduct (OSU policy)**

Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university’s regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:

- Statement of Expectations for Student Conduct
- Student Conduct and Community Standards - Offenses
- Policy On Disruptive Behavior

**Plagiarism**

You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”

- Statement of Expectations for Student Conduct
- Avoiding Academic Dishonesty

**Turnitin Plagiarism Prevention**

Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin and you will receive the
report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited.

Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information on Turnitin please click HERE.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

COURSE DEMO
GETTING STARTED

Tutoring
For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:

Writing Center
Online Writing Lab

Student Evaluation of Teaching
The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

Refund Policy information
Please see the Ecampus website for policy information on refunds and late fees.