

EEPK 202
Dispositions Toward Advocacy, Collaboration, and Cooperation

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EMLT
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Instructor Information

Instructor: Dr. SungEun Min
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Student Consultation Hours: I will be available to meet with you during my Student Consultation Hours, which are from 1:30-2:30 PM on Mondays and 9-11 AM on Tuesdays and Thursdays. You may bring any personal or professional concerns you may have regarding the courses.

Student Consultation Hours will take place in Dr. Min's office, BK 200, or virtually. Please feel free to email me so we can arrange a suitable time for both of us.

For general questions or concerns about class, the best way to get in touch with me is by email. While I may not be able to respond immediately on weekends due to childcare responsibilities, I will make every effort to provide prompt answers to your inquiries as soon as possible.

E-mail (Preferred method of communication): min@kutztown.edu

Course Information

Class Format and Meetings

This course will be held **face-to-face on M/W 12:00 PM-1:15 PM (BK 227)**

Required Texts

1. Computer/i-pad, or phone, access to the internet, and a supported Web browser (Firefox or Chrome are recommended); Chromebooks are NOT recommended as there are several known issues with chromebooks and the University's course management system, Desire2Learn (D2L).
2. **No Textbook is required.** Selected assigned readings from these textbooks (as well as additional resources for assignments) are provided on D2L and hyperlinks included in the [Course Calendar](#). Many of the course readings are from:
 - Gollnick, D., & M. Chinn, P. (2021). *Multicultural Education in a Pluralistic Society*. Pearson Education.
3. Other materials (provided by the student):
 - **3-ring binder** (1 in. or 1.5 in.);
 - Loose leaf paper
 - Notepad

Course Description

This course is designed to provide pre-service teachers with a variety of experiences that will develop dispositions expected of professional educators as delineated in professional, state, and institutional standards. Pre-service teachers will **gain knowledge and understanding and foster values about cultural and community diversity to use the information as a basis for connecting instruction to students' cultural assets and funds of knowledge.**

[Course Rationale & Course Objectives](#)

[Course Calendar](#) (Tentative and Subject to Change)

Course Expectations

'Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write reflectively about it, relate to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.'—Chickering and Ehrmann (1996).

How to Succeed in this Course (SPACE!)

S: Show up!

- Class attendance is required and is expected. It is understandable that sometimes “life happens”. Should absence be unavoidable, please contact the professor prior to the class, if at all possible
- Punctuality is also expected. “Five minutes early is on-time; on-time is late; late is unacceptable.”
- Arrive to class on-time, come to class prepared, actively participate, and remain for entire session;

P: Be Professional!

- Professional behavior is expected at all times and during all interactions. Interact respectfully and professionally with all members of our classroom community (peers and professor)
- Developing appropriate professional habits/dispositions is an integral aspect of your preparation to enter any professional career including teaching. Please be mindful that distractions, such as off-task behaviors, multi-tasking (using other electronic devices for personal use during class meetings), and having private chat side conversations can negatively impact *your* concentration and show a lack of respect for members of our classroom community. Cell Phone Policy: Please turn-off or put phones on vibrate and keep them out of sight during class; refrain from texting, emailing, or conducting personal business during class time.

A: Complete Assignments!

- Spend an adequate amount of time each week in preparing for class and completing assignments
- Embrace assignments as an opportunity to learn.
- Complete assignments *thoroughly* and *thoughtfully*.
- Assignments are due when they are due.

C: As a member of our classroom community, please *Contribute* and *Collaborate!*

- Our learning community can be understood as a unit where learners from different backgrounds, cultures, practices, and beliefs come together to form a non-tangible space where everyone is respected, welcomed, and has been given an opportunity to learn and reflect on the learning processes. We will learn together...*with* and *from* one another.
- In order to be a responsible and effective member of our learning community, preparation for class is critical.

E: Actively *Engage* in learning!

- Be attentive, actively engaged, ask questions, and contribute your ideas

- Active learning involves students in doing things and thinking about the things they are doing', and therein is the underscoring of the importance of reflection and of experiential learning. Active learning involves all students in thinking, creating or solving a problem.

Course Assignments and Assessments

	Percentage	Due
Attendance & Class Participation	25 %	
Entry Tickets	20 %	Every Sunday 11:59 pm
Cultural Concept Map & Cultural Autobiography	10%	Concept Map (Sep 8); Cultural Autobiography (Sep 22)
Critical Analysis of Children's Literature	5%	Nov 17
Multicultural Experience Journals	15%	First journal: Oct 13 Second journal: Nov 24
Dictionary of Multicultural Education	5%	Dec 3
Multicultural Education Resource Website	20%	Dec 8

25% Attendance & Class Participation

General Policy for Attendance

As part of our mission within the college of education to cultivate the professional qualities of a model educator, punctual attendance holds importance during each class session, aligning with expectations across the University's courses. Recognizing the potential of regular class presence to shape you into an educator armed with a diverse range of pedagogical approaches for your future students, I encourage your commitment to this practice.

However, fostering an inclusive classroom environment entails acknowledging that unforeseen circumstances, including health issues and personal commitments, can hinder attendance for any of us. To accommodate such scenarios, it's prudent to establish an attendance guideline that considers these realities.

On the D2L platform, attendance will be tracked for every class session. You will receive one point for each class you attend. A fraction of your total logged classes will represent your final attendance rating.

Policy for Absences due to Illness: In alignment with university regulations, valid grounds for absence comprise personal illness and reasons such as a "death in the immediate family, religious observance, academic field trips, participation in an approved concert or athletic event, direct participation in university disciplinary hearings, and jury duty ([The Key](#)). **Please notify me of the personal reasons that university regulations allow before class, such as family issues, religious event, academic field trips, and so on, so that you can be exempt from the absence. Also, my 'Sick Day' protocol allows you to take two instances of leave for personal reasons.** These occurrences should only be used when necessary. Everyone can be affected by unforeseen illnesses, including experienced educators. To qualify as 'excused', you must notify me via email before class that you are unable to attend due to illness. Absences that are not communicated prior to class will be considered unexcused. When computing your final attendance evaluation, 'excused' absences will be considered 'present'.

Unexcused Absences: Any absences beyond the two permissible 'excused' instances or absences without prior notice will be marked as 'unexcused'. These instances will not affect your cumulative attendance score but will influence your overall course grade.

Failure Clause: A failing grade will be assigned if your absences exceed six classes. Attending class is indispensable to meeting course expectations and gaining knowledge.

Class Participation

I am looking forward to having an intellectually vibrant learning community in this course in which we all learn from each other through our engaged and critical participation in all classroom events. It goes without

saying that this cannot happen without your participation as learners and teachers. Therefore, it will be expected from all of us that we will come to the class prepared and ready to participate in discussions and other activities. Due to the large number of students in our classroom, which is about 35, there will be many group activities. This course relies heavily on your active participation in group activities.

Please bring your laptop for class activities (Please let me know if you need support on this). It's common to use a laptop during class activities, but it's best to turn it off when it's not needed, like during mini-lessons or activities that don't require it.

15% Entry Ticket

Read/watch the weekly materials (articles, books chapters, video), and complete the entry tickets every week that generally include the following elements:

- Critical Ideas/concepts related to the assigned readings
- Connection to lives and reflections
- Burning questions you'd like to discuss more with peers in class in-depth

10% Cultural Concept Map & Cultural Autobiography (Cultural Concept Map Due: Sep 8

Cultural Autobiography Due: Sep 22)

Create a Cultural Concept Map to examine you and your culture in terms of nationality, race/ethnicity, class, religion, gender, sexual orientation, abilities, languages, ages, regions, etc. (Refer to Brown, S., & Kysilka, M. (2002)'s book Multicultural and Global Concepts, chapter one).

You will complete a reflective Cultural Autobiography after comparing and contrasting other people's Cultural Concept Maps including Dr. Min's.

5% Critical Analysis of Children's Literature (Due: Nov 17)

Find and choose **one children's literature** that addresses specific racial, ethnic, gender, religious, or socioeconomic groups. And analyze and interrogate the book in terms of social justice.

10% Multicultural Experience Journals (First journal due: Oct 13, Second journal: Nov 24)

After experiencing cultural events, sites, cultural assets (e.g., film, music, food, children's plays, etc.) of people from diverse backgrounds in terms of race/ethnicity, gender, sexual orientation, class (poverty), religion, and language, you are expected to write **two Multicultural Experience Journals**.

5% Dictionary of Multicultural Education (Due Dec 3)

20% Multicultural Education Resource Website (Group of 2-3 or individually) (Due Dec 8)

As a group of 2-3 or individually, you are expected to create Multicultural Education Resource Website to support your role as an elementary-level teacher working with a diverse student population. This will also serve as a valuable resource for future students and families, as well as other teachers. This website needs to incorporate information acquired in your coursework, as well as resources sourced from your textbooks, presentations, or your own scholarly research.

Grading Scale

A	93-100 %	A-	90-92 %	B+	87-89%	B	83-86 %
B-	80-82 %	C+	77-79 %	C	73-76 %	C-	70-72 %
D	60-69%	F	0-59 %				

Grade will be posted on Desire 2 Learn (D2L)

There is a 10% deduction for late assignments. Assignments will not be accepted after 4 days.

Building a Community of Learners

1. [Basic Needs, Emotional and Mental Health](#)
2. [Healthy Practices and Mask Information](#)
3. [Academic Honesty Policy \(\(Un\)Acceptable use of AI\)](#)
4. [Services for Students with Disabilities](#)
5. [Starfish](#)
6. [Center for Student Success and Academic Excellence](#)
7. [Gender- Based Crime Statement \(Title IX\)](#)
8. [Weather Cancellations](#)
9. [Technology Use Support](#)
10. [Tutoring Services](#)
11. [The Kutztown University Writing Center](#)