This syllabus is current as of August 20, 2014. I reserve the right to adjust this syllabus to meet the educational needs of the students in this course. Please check Blackboard for the most current course syllabus.
Assignments

1. Discussion Board – 40 points (Facilitation: 13 points; Participation: 27 points)
Class participation is instrumental to your learning and development, and active engagement is expected for graduate students. There are ten online discussions scheduled for this class. You will co-host an online discussion (please see date below), and you will participate in nine online discussions. The week you co-host, your grade will be out of 13 points. The weeks you contribute to the online discussion will be worth three points each.

Each week, two students will facilitate the online dialogue. You are responsible for posting the class prompt (e.g., questions, a scenario, pro/con debate, critique) each Monday by noon. Facilitators will synthesize postings, offer further insight or clarification, provide additional resources, or further the discussion with questions and comments. Each student will select one day of the following dates and will be paired on a first-come, first-serve basis:

1. September 8 (Instructor/TA Led)
2. September 15
3. September 22
4. September 29
5. October 6
6. October 20
7. October 27
8. November 11
9. November 17 (Instructor/TA Led)
10. November 24 (Instructor/TA Led)

Each student is expected to read all of the required assignments, reflect and critique the researcher’s work, and engage in online Blackboard discussions. The class has until Wednesday at noon to respond. As a minimum, students are expected to post at least twice to the online discussion board. While I welcome a wide variety of perspectives and experiences, I expect class contributions to not demean a person or groups of people. In order to promote a safe space and supportive online learning community, students are expected to approach the course content, instructor, and one another with civility and respect.

2. Reflective Journals – 15 points (3 journal entries, 5 points each)
Each student will write a 500 word personal reflection and send it directly to me via email. In the first journal, you will offer a reflection of your prior personal and professional experiences with diverse communities and include personal goals for the upcoming course (DUE: September 22nd). The second journal is a mid-semester check-in (DUE: October 13th). As you reflect, you should consider the following questions:
• Which readings, if any, personally resonated with you? Why or why not?
• What, if anything, surprised you from the readings?
• How do the weeks’ readings compare or contrast with one another, or with previous chapters?
• How do the readings apply to your professional or personal life?
• What’s going well with the course? What would you like to see changed?
The last will focus on what you learned from the class (DUE: December 1st). The journal entries provide you with an opportunity to reflect on your personal reaction to the readings and to develop your original thoughts for the week’s online discussion.

3. Research Paper – 45 points
The research paper is comprised of three components: 1) paper proposal, 2) peer review, and 3) final paper. The paper should present a case study on campus or community activism related to diversity or equity in education. For example, students may focus on campus activism (e.g., Free Speech Movement, anti-bullying protests, demonstrations against sexual assault, Chicano Blowouts) or national movements (e.g., Civil Rights Movement, Chicano Movement, Women’s Liberation Movement). The final paper must be 12 pages in length, excluding the cover page and references. You must have at least five scholarly sources (e.g., journal articles, books, book chapters) to support your research paper.

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Paper proposal – 5 points (September 22nd, via email by midnight)
The proposal is a brief description (200-250 words) of your topic. The proposal should identify the student or community movement you will research, indicate the location and dates of the movement, and offer a preliminary discussion of the educational implications of this activism.

Peer review – 10 points (October 20th, via email by midnight)
Students will submit a rough draft of their final paper (at least six pages) to me. Since this is a rough draft, the paper may be in any form (i.e., first sections written, some of all of the sections written), and it may or may not include a reference list. I will send the drafts out for peer review. Reviewers will complete the review worksheet (on Blackboard) and provide content and grammatical feedback by October 27th. I will then send the comments back to the original authors, so they can edit their paper accordingly. Your final paper must include the review worksheet at the end of the manuscript.

Final paper – 30 points (December 8th, via email by midnight)
Each student will submit a final case study that includes: 1) Background of the national or local context that prompted student or community activism, 2) Description of the dates, locations, and key individuals affiliated with the movement, 3) Discussion of the outcomes and implications of the activism, 4) Conclusion with recommendations for educational leaders, 5) Correct APA, spelling, and grammar, and 6) Responses to the reviewers’ comments in the worksheet (i.e., if spelling error is cited, indicate you corrected it or edited the sentence).

Course Policies and Requirements

Attendance:
Class attendance is critical to learning, and students are expected to actively participate in each online discussion. If circumstances prevent you participating online or submitting assignments on time, please send me an email or leave a voicemail message as a professional courtesy. Class participation is part of your grade.

Grading
Students are expected to keep track of their performance throughout the semester and to contact me if they have questions about an assignment or if their performance drops below satisfactory levels. Please see below for the course grading scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>Anything lower</td>
<td>F</td>
</tr>
</tbody>
</table>

Incomplete Policy
Incomplete grades are highly discouraged. Incomplete grades will only be granted because of extenuating circumstances or major emergencies.

Paper Submission Guidelines
Students are expected to complete all readings and assignments by the due dates stated in the course schedule. Written work is due in my email inbox by midnight on the due date, and all file names must include your last name (e.g., Ozuna_FinalPaper). All assignments must have correct (6th Ed.) cover pages, citations, reference lists, headings, and subheadings. If APA is unfamiliar to you, visit an online resource or review your APA manual. Each assignment should include a cover sheet with your name, a title, and the date of submission. Assignments should be submitted on 8.5”x11” white paper, double space, left justified, with 11 or 12 point font of Times New Roman only. Although we will conduct a peer review, you are strongly encouraged to ask a colleague to review your paper for grammatical or
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**Electronic Communication**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at [http://www.uta.edu/oit/cs/email/mavmail.php](http://www.uta.edu/oit/cs/email/mavmail.php).

**Student Feedback Survey**

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

**Final Review Week**

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located in the front or back of the hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Professional Dispositions:**

Each candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

**Education Subject Guide**

Need help defining your research topic? Not sure where to find articles? How do I cite in APA? Try the Education Subject Guide, [http://libguides.uta.edu/edad](http://libguides.uta.edu/edad) For further help, contact the Education Librarian Andy Herzog (amherzog@uta.edu).