

**CLASS TIME:** Tuesdays 2-5 p.m.

**CLASS LOCATION:** Sanchez Building (SZB), Room 416

### **INSTRUCTORS**

**Smita Ruzicka, Ph.D.**

Assistant Dean of Students - The University of Texas Leadership and Ethics Institute

Office of the Dean of Students

Student Services Building (SSB), Suite 4.400

Office Hours: By appointment

Telephone: 512-232-5163

E-mail: s.ruzicka@austin.utexas.edu

**Reed C. Rallojay, M.Ed.**

Assistant Director - The University of Texas Leadership and Ethics Institute

Office of the Dean of Students

Student Services Building (SSB), Suite 4.400

Office Hours: By appointment

Telephone: 512-232-2931

E-mail: reed@austin.utexas.edu

***Please be sure to include 'EDP 369K' in the subject line of your e-mail to help differentiate yours from other requests.***

### **COURSE DESCRIPTION**

This course is designed to provide foundational skills and knowledge needed to facilitate multicultural group interactions, particularly intergroup dialogues. The topics of this course include social identity development; prejudice and stereotyping and their effects on groups; difference and dominance and the nature of social oppression; basic group facilitation skills and their applications in multicultural settings. Students will explore social identities that are defined by gender, race, ethnicity, religion, sexual orientation, socioeconomic status, physical ability and age. We will address these and other topical areas through readings, videos, facilitated in-class dialogues, activities, simulations, role-plays, and reflective journal and writing assignments.

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

### **COURSE OBJECTIVES**

This course is designed to educate students about social justice and prepare students to effectively facilitate intergroup dialogue. Specifically, as a student in this course, you will have the opportunity to:

1. Develop intergroup communication skills and behaviors.
2. Expand decision-making skills to incorporate multiple perspectives.
3. Develop effective facilitation skills, including communication, conflict exploration, and alliance-building skills.

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4. Develop an increased awareness of yourself as an individual and as a member of multiple social identity groups.
5. Explore commonalities and differences across cultural boundaries.
6. Analyze and solve problems critically and creatively.
7. Develop civic responsibility and commitment to intergroup understanding and intergroup collaborations.

**TEXTS (REQUIRED)**

1. **Privilege, Power and Difference.** Johnson, Allan G. (2006, 2<sup>nd</sup> Edition). Mountain View, CA: Mayfield Publishing Company. (Available at the University Co-Op)
2. **Readings for Diversity and Social Justice.** Adams, Blumenfeld, Castañeda, Hackman, Peters, & Zúñiga. (2010, 3<sup>rd</sup> Edition). New York, NY: Routledge. (Available at the University Co-Op)

***Make sure you purchase the correct editions of both texts as content has changed substantially!***

3. **Training Processes in Intergroup Dialogue Course Packet #36.** Available at Speedway Copying & Printing & Abel's Copies on the ground floor of University Towers: 715 W. 23<sup>rd</sup> Street. (512) 478-3334

**USE OF CANVAS**

For all course assignments and updates to our course, you will need to sign-in to canvas. Each week, you will be responsible for posting several critical thoughts blogs throughout the semester on canvas for your instructors to review and evaluate. Additionally, you will need to login every week to stay abreast of weekly assignments through. <http://canvas.utexas.edu/>

**GRADING**

Attendance and Participation	15%
Learning Journals	12%
Weekly Topical Questions	12%
Community Learning Observation and Paper	15%
In-Class Co-Facilitation	20%
Final Paper	26%
<b>Total Percentage Possible</b>	<b>100%</b>

**GRADE SCALE**

(A) = 100-95	(B+) = 89-87	(C+) = 79-77	(D+) = 69-67	(F) = 59 and lower
(A-) = 94-90	(B) = 86-84	(C) = 76-74	(D) = 66-64	
	(B-) = 83-80	(C-) = 73-70	(D-) = 63-60	

**1. ATTENDANCE AND PARTICIPATION**

Attendance and participation are critical to this class. All students are expected to join in the educational mission of the class as both teachers and learners. To receive full credit for attendance and participation, students are expected to be on time for class, stay for the duration of class, and participate actively in all phases of the class session.

Two (2) absences from class will drop your final grade by one letter. Three (3) absences or more will result in a failing grade (unless there is a justifiable and documented reason). Significant and consistent late arrival or early departure from class will impact your participation grade. Should an emergency arise (illness, accident, etc.) that prevents you from attending a class session, it is your responsibility to contact the instructors before class. Participation is also extremely important for this class and you will be graded each week not just on your attendance but also on your involvement in class activities and discussions. **If you must miss a class meeting for any reason, please notify both instructors via email.**

**NOTE:** Persons who have religious or cultural observations that conflict with class sessions should notify the instructors via email by the 2<sup>nd</sup> class day, so we can make sure that you will not be penalized for missing class. We strongly encourage you to honor your cultural and religious holidays. However, if we do not hear from you by the 2<sup>nd</sup> class day, we will assume that you plan to attend all class sessions, and full attendance will be required. Participants who notify us by the 2<sup>nd</sup> class day that they plan to be absent for religious or cultural reasons will have their attendance and participation points adjusted without penalty.

## 2. LEARNING JOURNALS

The Learning Journals are a log of your experiences and reactions to readings, exercises, films, interactions, and other course activities. They provide a forum for you to reflect on your experiences, to deepen the learning that comes from course activities, and to wrestle with multiple thoughts and feelings that arise from social justice education. The journals are opportunities for you to explore both your emotional and cognitive responses to the course. Journals should be 2-3 pages (double-spaced) in length using 12-point Times New Roman font with 1" margins (adjust from 1.25" margins) and submitted as Word documents. ***Journals are due by 1:30 p.m. on the day of class (submitted via Canvas). When submitting your journal, please put your full name and the journal number as the file name (example – Smita Ruzicka-Journal4.doc) and include your name and journal number on the actual document itself.***

## 3. WEEKLY TOPICAL QUESTIONS

Weekly questions pertaining to the following week's issues and readings are located on your syllabus. Each week, we provide two questions to guide your reading and connect this material to other class activities. Your responses to the questions should be answered completely, so there is no particular minimum or limit to your responses, but again, do answer the questions thoroughly. All submissions should be double-spaced using 12-point Times New Roman font with 1" margins (adjust from 1.25" margins) and submitted as a Word documents in class or on Canvas. When responding to the questions, please be sure to provide examples from your own experiences whenever relevant. ***Weekly Topical Questions (WTQ) are due by 1:30 p.m. on the day of class (submitted via Canvas). When submitting your WTQ, please put your full name and the WTQ number as the document name (example – Reed Rallojy-wtq4.doc) and include your name and WTQ number on the actual document itself.***

## 4. COMMUNITY LEARNING OBSERVATION AND PAPER

The Community Learning Observation is a way to learn first-hand rather than out of books about communities other than your own. You will be required to attend one educational community event that focuses on at least one social identity group that will be discussed in class. Announcements about some community events will be made in class; however, you may attend events other than those announced in class. Each student will write a reflection paper about the event. Please provide a description of the event (name of event, date, time, location, and the group hosting the event) and your reaction to the event. The reflection paper will be 3-5 pages (double-spaced) in length using 12-point Times New Roman font with 1" margins (adjust from 1.25" margins) and submitted as a Word document. For more detailed information about this assignment please refer to the

guidelines provided later in the syllabus. ***These reflection papers are due by 1:30 p.m. on Tuesday, October 21, 2014 (submitted via email to both instructors).***

#### **5. IN-CLASS CO-FACILITATION**

The co-facilitation will give you and a partner an opportunity to practice your facilitation skills with your peers. The instructors will assign students in their respective co-facilitation pairs early in the semester. You and your co-facilitator will lead an in-class facilitation and you will receive feedback from both your classmates and your instructors. This is a joint project and grades will be assigned based on the performance of the group as a whole and not based on individual members. For more detailed information about this assignment please refer to the guidelines provided in this syllabus.

#### **6. FINAL PAPER**

The final paper will be an opportunity to integrate learning from all aspects of the course. The final paper will be 8-10 pages (double-spaced) in length using 12-point Times New Roman font with 1" margins (adjust from 1.25" margins) and submitted as a Word document. For more detailed information about this assignment please refer to the guidelines provided later in the syllabus. ***This assignment will be due by 5:00 p.m. on Friday, December 5, 2014 (submitted via email to both instructors).***

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#### **UNDERGRADUATE WRITING CENTER**

We strongly encourage you to utilize the Undergraduate Writing Center (UWC) for your written assignments. UWC offers free, individualized expert help with writing for any UT undergraduate by appointment or on a drop-in basis. They work with students from any major or academic department on campus, for both academic and non-academic writing. The UWC is located in FAC 211 and their telephone number is 512-471-6222. You can also check out their website for more details and resources at <http://www.uwc.utexas.edu/>

#### **UNIVERSITY POLICIES ON ACCOMMODATIONS**

Students with documented disabilities who require academic accommodations should contact Services for Students with Disabilities (SSD) at 512-471-6259 (Voice), 512-410-6644 (Video Phone). This should be done as soon as possible to request an official letter outlining any authorized accommodations to be presented to the course instructors so that the appropriate accommodations can be provided. More information is available online at <http://ddce.utexas.edu/disability/>

#### **UNIVERSITY POLICIES ON SEXUAL HARASSMENT**

It is the policy of the University of Texas at Austin to provide an educational and working environment for its students that is free from sex discrimination and sexual harassment. In accordance with federal and state law, the University prohibits discrimination on the basis of sex, including sexual harassment. Sex discrimination and sexual harassment will not be tolerated, and individuals who engage in such conduct will be subject to disciplinary action. The University encourages students to promptly report sex discrimination and sexual harassment.

#### **UNIVERSITY POLICIES ON SCHOLASTIC DISHONESTY**

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of course failure and/or institutional dismissal. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Student Judicial Services (SJS) web site at <http://deanofstudents.utexas.edu/sjs/>

### **POLICY ON PROPER CITATION**

It is extremely important that you properly cite all written assignments for this class. Many students fail to cite sources altogether, while others take authors' words verbatim and do not quote them properly. Additionally, some students simply paraphrase the authors' words without proper citation. There are a number of citation styles depending on your area of study and academic discipline. We will ask you to use APA for citation style. Please refer to the websites provided below for assistance with APA. There are other online resources that may also provide you with APA citation assistance.

APA Format: <http://owl.english.purdue.edu/owl/resource/560/01/>

APA electronic references: <http://www.apastyle.org/electref.html>

If you have more questions or concerns, we ask you speak to the instructors individually regarding issues with proper citation. Failure to cite properly and appropriately can put you in serious academic trouble. Please be aware that plagiarism can merit a referral to Student Judicial Services (SJS). We encourage you to visit the SJS website (<http://deanofstudents.utexas.edu/sjs/>) and familiarize yourself with the definitions of plagiarism and paraphrasing. Because you have been informed about academic integrity through this class and this syllabus, your instructors will refer cases of academic dishonesty to Student Judicial Services.

### **ELECTRONIC DEVICE USE**

All communications devices are to be off during class, including cell phones or laptops. If you anticipate a situation that would require you to use one of these devices, please contact the instructor prior to the beginning of class so appropriate arrangements may be made.

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**CLASS SCHEDULE**

Each date below outlines the specific topic to be covered, the topical worksheet questions and other assignments as well as the assigned readings due on that day. **Please note that this syllabus is subject to change.**

Date	Weekly Topical Questions & Assignments	Readings	Assignments Due
<b>September 2</b> Session 1: Welcome & Introductions Review Syllabus Community Learning Guidelines	<ul style="list-style-type: none"> <li>N/A</li> </ul>	Purchase books at the Co-op and the course packet at Speedway Copy.	None
<b>September 9</b> Session 2: Conceptual Foundations in Social Justice Education	<ul style="list-style-type: none"> <li>Please share your reaction to the initial chapters of the book <i>Privilege, Power and Difference</i>. Provide specific examples and concepts from the reading that were especially significant for you.</li> <li>Describe in your own words, three key points that distinguish dialogue from debate.</li> </ul>	<p><b><i>Privilege, Power and Difference (PPD)</i></b>: chapters 1–4</p> <p><b><i>Readings for Diversity and Social Justice (Readings Book)</i></b> The Complexity of Identity/ Identities and Social Locations/ Conceptual Foundations <b><i>Course Packet</i></b> <b>Section on Conceptual Foundations:</b> Theoretical Foundations for Social Justice Education/ A Comparison of Dialogue and Debate</p>	<ul style="list-style-type: none"> <li>Cultural Chest Activity</li> <li>Assigned Readings</li> <li>Journal # 1</li> <li>Weekly Topical Questions (WTQ) #1</li> </ul>
<b>September 16</b> Session 3: Historical Overview of Social Justice Education	<ul style="list-style-type: none"> <li>In <i>Privilege, Power and Difference</i>, what does Johnson mean by the concept of “path of least resistance?” What are the implications for individuals and society as a whole if people collectively employ this concept? Please provide examples from your own experiences of choosing the “path of least resistance.”</li> <li>Please give a summary of the cycle of socialization and its importance in understanding of social justice education.</li> </ul>	<p><b>PPD</b>: chapters 5-8</p> <p><b>Readings Book</b>: The Cycle of Socialization</p> <p><b>Section on Historical Foundations:</b> Sounds and Silences of Language/ Contemporary Institutionalized Oppression/ Appendix 13J, 8C, 10E, 6C, 14C, 11E</p>	<ul style="list-style-type: none"> <li>Assigned Readings</li> <li>Journal #2</li> <li>WTQ #2</li> <li>Set up appointment to meet with your assigned instructor by September 23</li> </ul>
<b>September 23</b> Session 4: Classism	<ul style="list-style-type: none"> <li>Discuss how family wealth or lack thereof results in unearned advantages to some individuals and disadvantages to others.</li> <li>Explain in your own words what is the difference between individual classism and institutional classism.</li> </ul>	<p><b>PPD</b>: Chapter 9</p> <p><b>Readings Book</b>: Classism Introduction/ Class in America/ The Dangerous Consequences of Growing Inequality/ Classism from our Mouths</p> <p><b>Section on Classism:</b> Appendices 13C, 13D, 13E, 13H, 13G/ Wealth Privilege/ Media Magic</p>	<ul style="list-style-type: none"> <li>Proposed Community Learning Observation due via email</li> <li>Bring Spending Log</li> <li>Assigned Readings</li> <li>Journal #3</li> <li>WTQ #3</li> <li>Meet with your assigned instructor by September 30</li> </ul>
<b>September 30</b> Session 5: Sexism	<ul style="list-style-type: none"> <li>Please watch the following clips and describe your initial thoughts and reactions. Additionally, please reflect on how these clips are connected to the readings on gender and sexism “Dove Onslaught” (YouTube) <a href="http://www.youtube.com/watch?v=epOg1nWJ4T8">http://www.youtube.com/watch?v=epOg1nWJ4T8</a> “Dove Evolution” (YouTube) <a href="http://www.youtube.com/watch?v=hibyAJOSW8U&amp;feature=related">http://www.youtube.com/watch?v=hibyAJOSW8U&amp;feature=related</a></li> <li>It has been asserted by some that beauty is a symbol of oppression towards women but may also be a source of power. Give an example of both perspectives and briefly discuss your personal thoughts about the topic.</li> </ul>	<p><b>Readings Book</b>: Sexism Introduction/ Feminism: A Movement to End Sexist Oppression</p> <p><b>Section on Sexism:</b> The Glass Escalator/ Don’t Ask Don’t Tell/ Fresh Lipstick/ Too Many Women in College?</p>	<ul style="list-style-type: none"> <li>Assigned Readings</li> <li>Journal #4</li> <li>WTQ #4</li> </ul>
<b>October 7</b>	<ul style="list-style-type: none"> <li>Based on the readings and your own experiences, what</li> </ul>	<b>Readings Book</b> : Heterosexism	<ul style="list-style-type: none"> <li>Assigned Readings</li> </ul>

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Session 6: Heterosexism  Co-Facilitator Pair Assignments Provided by Instructors	<p>is your understanding of heterosexism and homophobia? Please provide examples of each.</p> <ul style="list-style-type: none"> <li>How are individuals who identify as bisexuals oppressed and discriminated against both by straight communities and Lesbian/Gay communities? Provide examples of how biphobia manifests itself within straight, lesbian and gay communities.</li> </ul>	<p>Introduction/How homophobia hurts everyone/ Privilege/</p> <p><b>Section on Heterosexism:</b> LGBT Vocabulary 101/ From Outsider to Citizen/ Five Basic Ways to Be Supportive of Someone Who's Coming out as Bisexual/ Appendix 9G/ Suggestions for combating heterosexism</p>	<ul style="list-style-type: none"> <li>Journal #5</li> <li>WTQ #5</li> </ul>
<b>October 14</b> Session 7: Transgender Oppression	<ul style="list-style-type: none"> <li>A transgender person is moving to a new city in a different state, and needs to find a place to live, get their utilities turned on, register to vote, and transfer their driver's license. How might transgender oppression play out in this situation? How would this situation be impacted by additional intersecting identities such as class, race, assigned sex, age, religious background, disability, sexuality, etc.?</li> <li>What are some of the medical and legal concerns of the transgender community?</li> </ul>	<p><b>Readings Book:</b> Transgender Liberation; Cisgender Privilege</p> <p><b>Section on Transgender Oppression:</b> The Transgender Spectrum/ Trans Terminology/ Appendix 10A, 10J/ We are all Works in Progress/ Which Outlaws?/ The Chronicle/ Gender Identity Myths and Facts/ Frequently Asked Questions About Transgender/ Gender Privilege/ How Might the Needs of Transgender People Differ/ The Legal and Political Rights of Transgender People</p>	<ul style="list-style-type: none"> <li>Assigned Readings</li> <li>Journal #6</li> <li>WTQ #6</li> </ul>
<b>October 21</b> Session 8: Racism	<ul style="list-style-type: none"> <li>Some of the readings for this week described the concept of colorblind racism. Explain your understanding of this concept. Do you agree or disagree with the argument about the prevalence of racism today in the form of colorblind racism? Explain why you may agree or disagree with the central arguments made in these readings.</li> <li>How much progress do you believe has been made with regards to racial justice? Is racism less prevalent in today's society than it was ten years ago? Provide specific examples, which substantiate your stance.</li> </ul>	<p><b>Readings Book:</b> Racism Introduction/Symbolic Racism, History, and Reality</p> <p><b>Section on Racism:</b> Appendices 6B, 6E/ Beyond Black/White: The racism of our times/ Race and Ethnic Relations/ White Privilege: Unpacking the Invisible Knapsack/ Internalized Racism: One more Piece of the Puzzle/ Racism Without "Racists"/ Color-Blinded America or How the Media and Politics Have Made Racism</p>	<ul style="list-style-type: none"> <li>Community Learning Observation Paper Due</li> <li>Assigned Readings</li> <li>Journal #7</li> <li>WTQ #7</li> <li>Set up appointment to meet with instructor by Nov. 4</li> </ul>
<b>October 28</b> Session 9: Ableism	<ul style="list-style-type: none"> <li>As you read the history of the disability movement, what were some new things that you learned about? What were some of the most surprising or significant events for you?</li> <li>How are we socialized to think about people with disabilities? Give specific examples of stereotypes, misinformation and perceptions you have learned throughout your life about people with disabilities.</li> </ul>	<p><b>Readings Book:</b> Ableism Introduction/ Struggle For Freedom/ The Social Construction of Disability/ The LD Bubble</p> <p><b>Section on Ableism:</b> Appendices 14B, 14H, 14D / Did you know? A Fact Sheet on Psychological Disabilities</p>	<ul style="list-style-type: none"> <li>Submit Co-Facilitation Plan to Instructors</li> <li>Assigned Readings</li> <li>Journal #8</li> <li>WTQ #8</li> <li>Meet with instructor by Nov. 4</li> </ul>
<b>November 4</b> Session 10: Religious Oppression	<ul style="list-style-type: none"> <li>Please provide two thought provoking, discussion questions that you have about the topic of religious privilege and oppression.</li> <li>Explain the concept of "Christianizing" religions and holidays.</li> </ul>	<p><b>Readings Book:</b> Religious Oppression Introduction/Religious Oppression of Indian Americans in the Contemporary United States/ Native American Religious Liberty/ Creating Identity-Safe Spaces on College Campuses for Muslim Students</p> <p><b>Section on Religious Oppression:</b> Appendices 11L/ Christian Privileges in American Society/The Banality of</p>	<ul style="list-style-type: none"> <li>Assigned Readings</li> <li>Journal #9</li> <li>WTQ #9</li> <li>Meet with instructor regarding Co-Facilitation by Nov. 18</li> </ul>

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		Oppression in Palestine/ "Because I Had a Turban"/ Hate in the News Alabama and Massachusetts/ Hate in the News Michigan and Wisconsin	
<b>November 11</b> Session 11: Ageism and Adulthood	<ul style="list-style-type: none"> <li>Please describe your own understanding of and thoughts about adulthood. In what ways have you observed or experienced it in your own life?</li> <li>How would you describe the difference between ageism and adulthood? Please provide examples for each.</li> </ul>	<b>Readings Book:</b> Ageism and Adulthood Introduction/ Understanding Adulthood/ "Look Out Kid, It's Something You Did/ Ageism Another Form of Bigotry  <b>Section on Ageism &amp; Adulthood:</b> Oppression of Children and Young People/ Appendix 15V	<ul style="list-style-type: none"> <li>Assigned Readings</li> <li>Journal #10</li> <li>WTQ #10</li> <li>Meet with instructor regarding Co-Facilitation by Nov. 18</li> </ul>
<b>November 18</b> Session 12: Facilitation Skills Overview Allies and Action	<ul style="list-style-type: none"> <li>As you approach your co-facilitation assignment, please share your own thoughts about the following: Are there any particular fears or concerns you have about co-facilitating a discussion with your peers?</li> <li>Think about a particular person or group of people in your life that you would be interested in having an intergroup dialogue with. Who would this person or group be? What particular topics or concepts would you want to have a dialogue about and why? How might you approach this person or group to engage them in a dialogue? What would you hope to accomplish as a result of having this dialogue?</li> </ul>	<b>Section on Facilitation Skills:</b> Facilitation Resource Guide/ Multicultural Ground Rules for Dialogue/ Guidelines for Dialogue/ Responding to Triggers/ Common Examples of Facilitators' Triggering Events/ Co-Facilitation Tips/ Facilitation Issues/ Group Facilitation/ Dialogue Facilitator Skills/ Anatomy of a Dialogue/ Key Concepts of Interactive Communication	<ul style="list-style-type: none"> <li>Assigned Readings</li> <li>Journal #11</li> <li>WTQ #11</li> </ul>
<b>November 25</b> Session 13: Allies and Action (contd.) Co-Facilitations	<ul style="list-style-type: none"> <li>Describe the process of community building in your own words. Why is it important to build community? How do we build community? Give examples.</li> <li>What does it mean to be an ally? How does being an ally contribute to positive social change?</li> </ul>	<b>Readings Book:</b> The Cycle of Liberation/ Developing a Liberatory Consciousness/ Allies/ Top 10 Youth Activism Victories in 2009  <b>Section on Allies &amp; Action:</b> Appendix 6G/ Aspiring Social Justice Ally Identity Development	<ul style="list-style-type: none"> <li>Assigned Readings</li> <li>Journal #12</li> <li>WTQ #12</li> </ul>
<b>December 2</b> Session 14: Co-Facilitations Review of the Semester Course Evaluations	<ul style="list-style-type: none"> <li>No journals or topical worksheets due today</li> </ul>	No readings due today	None



**GUIDELINES FOR COMMUNITY LEARNING OBSERVATION AND PAPER (15%)**

**Proposed Community Learning Observation Due: Tuesday, September 23, 2014 at 1:30 p.m.**

**Delivery: Submit via email to both instructors**

**Completed Observation and Reflection Paper Due: Tuesday, October 21, 2014 at 1:30 p.m.**

**Delivery: Submit via email to both instructors**

**Format: Word document, 12pt Times New Roman or Times font, and Double-Spaced with 1" margins (adjust from 1.25" margins)**

The Community Learning Observation and Paper is an opportunity for you to attend an educational community event of a group that you may not be familiar with in order to gain a deeper understanding of that community and reflect on the experience. During the semester, there are a variety of activities, trainings, and panels that you may attend for this assignment. We encourage you to start exploring your options early in the semester. Please do not wait until the week of the assignment due date. You are also welcome to attend more than one community event, however, you are only required to attend and write about one.

After attending the event, you will be asked to write a 3-5 page paper reflecting on your experience of attending this event. In this paper, you will be asked to address the following issues along with any others you may choose to write about.

- Details of the event including name, date, time, and location of the event
- The community or social identity group that hosted the event or that was the focus of the event
- Details about the event speaker(s) or presenter(s) (if relevant)
- Description of the format of the event
- Your personal reflection on attending this event including significant learning moments and new information acquired
- How this event connects to class readings and discussions

Please make sure that your paper has cohesion and organization as you reflect on your experience. Please take this assignment seriously and proofread for errors, punctuation, etc.

Your paper will be graded on the following criteria:

- Format, grammar and language: Please make sure to follow the formatting guidelines for the paper and ensure that you meet the minimum page limit requirement. Please make sure that the content of your paper is well organized, grammatically sound, and has clear and concise use of language.
- Following the paper guidelines and prompts: Please make sure that you address all of the issues for this assignment as outlined above.

### GUIDELINES FOR IN-CLASS CO-FACILITATION (20%)

This facilitation project will provide you and your partner an opportunity to practice your facilitation skills with your peers. Facilitation pairs and topics will be assigned by the instructors. Your team's presentation should be scheduled to last 45 minutes. The topic should be a social justice issue related to the topics discussed in class. You will provide the instructors with your co-facilitation plan (content and process) for approval by **October 28, 2014 via e-mail to both instructors**. Additionally, **you and your co-facilitator are required to meet with the instructors between November 4-18** as you are planning your facilitation. We are here to help and will be happy to give you feedback/suggestions on your facilitation in advance. You can allocate the time for your facilitation in a manner that best suits your needs, but we encourage you to allow plenty of time for dialogue, de-briefing, questions and answers.

On the day of your co-facilitation, please submit an agenda for your co-facilitation and a list of the resources you utilized electronically to both instructors by **1:30 p.m.**

The project will be evaluated on a 20-point scale with equal points being allocated to each area of evaluation. Please remember that this is a joint project and you will be assigned a grade as a group and not as an individual. This exercise is 20% of your total class grade. The criterion for the presentation include the following:

- |   |          |
|---|----------|
| • Strong content that is on-topic and appropriate                 | 4 points |
| • Overall understanding of material                               | 4 points |
| • Teamwork and equal participation with your co-facilitator       | 4 points |
| • Engaging the class participants in dialogue and active learning | 4 points |
| • Facilitation and presentation style                             | 4 points |

You will receive two evaluations for this project: one from your instructors and the other from your peers. The feedback from your peers will be returned to you immediately after the class and it will not have an impact on your grade.

We encourage you to start working with your co-facilitator as soon as possible in order to have a successful presentation. A good resource for planning your facilitation project is the *Readings for Diversity and Social Justice* Web site: <http://cw.routledge.com/textbooks/readingsfordiversity/>

#### ***Facilitation Schedule*** (subject to change)

Groups and presentation schedule will be assigned in class for:

**Tuesday, November 25\***

**Tuesday, December 2\***

**\*ALL groups should be prepared to facilitate by November 25 in the event that scheduling changes must be made.**

**In-Class Co-Facilitation Project – GRADING RUBRIC**

Group: \_\_\_\_\_

Topic: \_\_\_\_\_

	<b>0.5 point</b>	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>	<b>4 points</b>
<b>1. Content and topic</b>	Little or no connection to assigned topic and course content; frequently strays from topic	Some connection to topic and course content; sometimes strays from topic	Group members remain on topic most of the time and make some connections to course content	Group members stay on topic and present appropriate content	Group members show thorough integration of assigned topic and course content
<b>2. Overall understanding of material</b>	Little or no evidence that group members understand the material of presentation	Minimal evidence that out-of-class preparation to understand material has taken place	Group members occasionally show understanding of material during presentation	Group members show a competent understanding of presentation material and some preparation	Group members demonstrate thorough understanding of material and evidence of preparation
<b>3. Teamwork and equal participation</b>	Little or no evidence of teamwork among group members; one person dominates or does not participate at all	Minimal teamwork among group members; responsibility and leadership appears to be unequal	Group members work as a team and some responsibilities are divided, though not equally	Group members share responsibility and portions of the presentation roughly equally	Group members participate equally in presentation, with no member dominating or not participating
<b>4. Engaging the class in dialogue and active learning</b>	Presentation does not allow any opportunities for engagement, active learning or dialogue	Presentation allows minimal opportunities for engagement, active learning and dialogue	Some attempts made to engage the class in dialogue (i.e. at the beginning or end, but not throughout)	Group members engage the class in dialogue and encourage participation from some class members	Group members actively engage the class in dialogue and encourage participation throughout time
<b>5. Facilitation and presentation style</b>	Little or no preparation for presentation or plan for facilitation; no attention paid to time limits	Minimal preparation for presentation or plan for facilitating dialogue	Some evidence of preparation for presentation and understanding of facilitation techniques	Group members are prepared to facilitate; some attention paid to time constraints	Group members demonstrate polished, fluid facilitation style and stay within time limits

Total points awarded: \_\_\_\_\_/20

Instructor notes/comments:

**GUIDELINES FOR FINAL PAPER (26%)**

**Due: Friday, December 5, 2014 no later than 5 p.m.**

**Delivery: Submit via email to both instructors**

**Format: Word document, 12pt Times New Roman font, and Double-Spaced with 1" margins (adjust from 1.25" margins)**

Write an 8-10 page (double-spaced) personal assessment paper. The goal of the assignment is to critically assess your own learning, specifically about diversity and social justice education, during this semester. This is a self-reflective paper and the expectation is that you thoroughly examine your thoughts, ideas, learning, experiences, and competencies in intergroup relations, facilitation, and issues of social justice. You must address three different assigned readings from this class and talk about three in-class experiences as a part of your assessment paper. In addition, we encourage you to incorporate outside readings when relevant, however this is not a requirement for this paper.

You should write about your strengths as well as your challenges and areas of further growth. You will not be graded on how well you think you've done or the kinds of competencies you have, rather, on your ability to honestly self-reflect about your own learning. You are encouraged to address but are not limited to such issues as:

- Your willingness to move beyond your comfort zones and to take learning risks
- The time and energy you put into the course and getting to know your peers in the class
- The degree to which you took responsibility to stretch your comfort zone and learning edge
- The amount of reading you engaged in (assigned and outside of regular assigned readings)
- The degree to which you took responsibility for others' learning
- Your openness to and solicitation of feedback
- The importance of intergroup relations within the realm of social justice education
- Your growth and level of comfort in your ability to facilitate dialogue among your peers
- Your use and/or development of active listening skills
- The areas of social justice that you still feel you need to work on / learn about
- Your strengths and weaknesses

The more explicit and specific you can be about the criteria you use for this assessment, and how you apply these criteria, the better. It is important to be able to do this task honestly and carefully. Self-knowledge and honesty about that knowledge is an important and critical aspect of being a good dialogue leader.

Please make sure that your paper has cohesion and organization as you reflect on the course and your experiences. Please take this assignment seriously. Make sure to proofread for careless errors, punctuation, etc. Feel free to contact any of your instructors for assistance with this assignment - we are here to help you.

You may refer to prior journals you have written to jog your memory and may use a few short quotes from your journals (1-2 sentences). However, your paper should NOT be a compilation of journal excerpts!

**EDUCATIONAL PSYCHOLOGY 369K - #10430**  
**TRAINING PROCESSES IN INTERGROUP DIALOGUE**  
**FALL 2014**

**Final Paper – GRADING RUBRIC**

Student: \_\_\_\_\_

	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>	<b>4 points</b>	<b>5 points</b>
<b>1. Self-reflection on dialogue processes</b>	Little or no reflection on dialogue participation and processes	Minimal or surface-level reflection on dialogue participation and processes, but often strays off topic	Some reflection on dialogue participation and processes is evident	Reflection on dialogue participation and processes is evident and on-topic	Critically and honestly reflects on participation in dialogue and strengths/weaknesses
<b>2. Self-reflection on diversity/social justice concepts</b>	Little or no reflection on diversity/social justice concepts in course	Minimal or surface-level reflection on diversity/ social justice concepts, but often strays from topic	Some reflection on diversity/ social justice concepts is evident	Reflection on diversity/ social justice concepts is evident and on-topic	Critically and honestly reflects on diversity/ social justice concepts and strengths/ weaknesses
<b>3. Integration of examples from class and readings</b>	No examples from class activities and readings present in paper	1-2 examples from class activities and/or readings; examples may be from the same activities or readings	Integrates 2-3 examples from readings and/or class activities	Integrates examples from 3 readings and 3 class activities	Seamlessly integrates examples from 3+ varied readings and 3+ varied class activities
<b>4. Organization and cohesion</b>	Little or no organization present; almost entirely disjointed and lacks basic cohesion	Loose organizational scheme; lack of cohesion distracts from content	Organizational scheme present but not always followed; digressions or tangents may distract from cohesion	Most of the paper is organized, cohesive and flows together	Paper is organized, cohesive and flows together as a whole
<b>5. Mechanics and proofreading</b>	Excessive amount of proofreading errors and grammatical mistakes greatly distract from the content	Proofreading errors and grammatical mistakes throughout distract from the paper's content	Some errors in mechanics and proofreading present, though overall paper is sound	Paper has few mechanical or proofreading errors; errors do not distract from paper's content	Paper has few or no mechanical and proofreading errors; evidence of revision and improvement is present

**Total points awarded:** \_\_\_\_\_/25 (+1 point may be awarded for overall effort at instructor discretion)

**Instructor notes/comments:**