LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION

MULTICULTURALISM FOR SOCIAL JUSTICE IN HIGHER EDUCATION
ELPS 432, Fall 2015, Wednesday 4:15-6:45PM
Corboy Law Center, Room 203, Water Tower Campus-HYBRID

Professor: Bridget Turner Kelly
Associate Professor, Higher Ed.

Office Hours: Please schedule an appointment so we can find a time to Skype or meet in person

Office: 1154 Lewis, Water Tower Campus

Bkelly4@luc.edu, 312-915-6855

Course Description
This course is an exploration of social justice theories, multicultural issues and practice. We begin by offering foundational definitions of terminology used throughout the course and delve into understanding systems of oppression, social identity development, privilege, power, and activism. Through the use of intergroup dialogue, relevant exercises, as well as key literature, we will identify and examine multiculturalism for social justice in our professional lives.

Some questions to consider when thinking about your learning in this course:
2. What do you hope to learn about yourself and others in this course?
3. How are your feelings, attitudes, and behaviors shaped by your concept of justice?
4. Why is multiculturalism for social justice a required component of the Higher Education program?
5. With which target/agent groups do you identify?
6. How may this learning influence your educational practice?
7. With whom will you process learning in this course?

Learning Outcomes
The purpose of this course is to orient future leaders in education to the increasingly multicultural society and workforce. Our future depends on positive and successful interaction among various cultural groups. As education professionals, how will you ensure that all students are treated equitably? How will you educate students so that they understand their role in creating a more just society? What will you do to create a “culture” of social justice in your own professional practice?
Objectives
Upon successful completion of this course, you should be able to:

- Articulate the diversity and complexity of social justice and multicultural issues;
- Expand and apply understanding of concepts, theories, and frameworks relevant to social justice, oppression, and privilege;
- Develop and utilize skills in intergroup dialogue and effective facilitation;
- Demonstrate human relations skills—including leadership, communication, and collaboration for effectively addressing social justice issues;
- Identify resources, organizations, and institutional structures that support and impede social justice;
- Continue to develop and demonstrate expertise in scholarly written and oral work using APA (6th ed.) format in all writing;
- Formulate an understanding of personal and professional power to create change.

IDEA Objectives for the Faculty Information Form
- Gaining factual knowledge (terminology, classifications, methods, trends) MINOR
- Learning fundamental principles, generalizations, or theories IMPORTANT
- Learning to apply course material (to improve thinking, problem solving, and decisions) IMPORTANT
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course ESSENTIAL
- Acquiring skills in working with others as a member of a team MINOR
- Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) MINOR
- Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) MINOR
- Developing skill in expressing oneself orally or in writing IMPORTANT
- Learning how to find and use resources for answering questions or solving problems MINOR
- Developing a clearer understanding of, and commitment to, personal values ESSENTIAL
- Learning to analyze and critically evaluate ideas, arguments, and points of view MINOR
- Acquiring an interest in learning more by asking questions and seeking answers MINOR
**Policies**

**Professionalism in Service of Social Justice**
The School of Education at Loyola University Chicago advances a conceptual framework that emphasizes “*Professionalism in Service of Social Justice.*” The conceptual framework is described here: [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/). This framework is consistent with the design and content of this course. The course will challenge you to thoughtfully consider how social justice and your personal identity impact educational practice.

**Professional Dispositions (Due October 6)**
The School of Education (SOE) prepares professionals and in so doing wants to ensure that students exhibit professionalism, fairness and a belief that all students can learn prior to graduating. All students in SOE are assessed based on a Professional Disposition Rubric in each of their classes. In this class I ask that you assess yourself mid-way through the semester and submit the rubric found at the end of this syllabus and on Sakai to Assignments. I will provide feedback to you at that time and then submit your rating on Livetext at the end of the semester.

**Diversity**
This course addresses the myriad of ways in which diversity influences and impacts higher education. Particular attention is paid to the rich variety of settings in which educators work, the many needs of diverse students and populations educators serve, and the manner in which educators can develop as social justice allies.

**Cell Phones/On Call**
If you bring a cell phone to class, please be sure it is either off or set to a silent mode. Should you need to respond to a call during class, please leave the room without disrupting class. Communicating with others not in our classroom (texting, emailing, instant messaging, among other modes) is not allowed during class. If you are on call as part of professional responsibilities, please advise me at the start of the class session.

**Email/Sakai**
Email will be used as the primary mode of correspondence for this course. I will respond to/be available for email communication between Monday and Friday and get back to you within 48 hours during the work week. It is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected. Additionally, Sakai will be used extensively to conduct forums, turn in assignments, and as a source to update the class about course material.

**APA Style/Writing**
Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6th Edition format. Guidelines for this will be covered at the start of the semester and a handout will be posted on the Sakai site. Key provisions are that papers should be 12 point Times New Roman font, double-spaced, with one inch margins. The quality of writing is also of high
importance. You are strongly encouraged to submit drafts of papers to peers and/or the Writing Center for initial feedback. If you have significant concerns regarding your writing ability you may be required to consult with the University Writing Center (http://www.luc.edu/writing/) for assistance.

Syllabus Addendum Link
www.luc.edu/education/syllabus-addendum/. This link directs you to policies related to academic honesty, accessibility, ethics, and electronic communication.

**Reading Materials**
Please purchase your books as soon as possible as readings are due the first week.

**Required Texts**


**Recommended Text**

**Additional Readings**
Additional readings in the form of articles and book chapters can be found in alphabetical order at the end of this syllabus. You are not required to print or bring these to class (unless otherwise instructed), but you are responsible for reading them and bringing thoughtful notes/quotes/comments and questions to class and our dialogues. I may add additional readings not listed in this syllabus during the course of the semester. There are also suggested readings listed on the syllabus should you desire to explore a topic further. Readings can be found on Sakai under each week’s Lessons.

**Course Requirements**
**Class Participation & Reading Comprehension** (20 points, mid-semester check-in due October 6)
Attendance is a requirement of the course. By attending class, including all dialogues and Forums, you all add valuable and unique perspectives that are essential to the course. You are expected to participate in class sessions through questions, critiques, illustrations, suggestions, and other forms of constructive feedforward. **I will assess your participation by the “quality,” not the frequency of comments.** In this case, quality is defined as thoughtful, respectful, and insightful questions and comments that serve to strengthen the ensuing dialogue. Please notify me in advance if you will be unable to attend class, a dialogue or Forum.
This course requires approximately 8-10 hours per week for completion of assignments. This time is mainly spent reading materials, communicating with classmates face-to-face and electronically, course forums, and completing projects. Inability to meet this time requirement will reduce your learning from the course, and, in some cases, fulfillment of assignments needed to complete and receive credit for the course.

Each of you is responsible for the material in the readings. The readings contain a broad array of scholarly and contemporary ideas and are designed to prompt critical analysis and thought-provoking questions, as well as provide a common information base for intellectually stimulating dialogue. The opinions and ideas in the readings do not necessarily reflect my opinion; rather they represent different aspects and ways of viewing systematic oppression, privilege, power, and social justice.

This course will primarily consist of dialogue and group activities. Please complete readings prior to class, consider your reactions to the authors’ ideas and prepare to share these with others. Some of the following questions may be helpful:

1) Does the author reveal personal biases? If so, what are they?
2) What is of value to your professional practice in the reading?
3) Which quotes are meaningful to you? Why?
4) In what ways is the reading connected to central ideas in the course?
5) How do your own experiences affirm or refute key concepts in the reading?

You will submit self-assessment to Assignments by 11pm CST on October 6 and answer three questions found at bottom of rubric for a mid-semester check-in. I will assess you at the end of the semester for a final grade on Class Participation and Reading Comprehension based on the rubric found at the end of the syllabus and on Sakai.

Reading Papers (20 points total, 5 points each; due 4 times during semester as noted in Course Sessions)
Four reading papers are due throughout the semester; select four due dates of the eight given. As you read assigned material for each class session, pick one article/chapter and note key information, frameworks, ideas, concepts, theories, quotes, etc. that help you a) understand the reading, b) personalize/internalize the information, and c) construct meaning for practice. Each paper should be typed, utilize APA 6th edition format, and be no more than 2 double-spaced pages with one inch margins. See Reading Paper formats (at end of syllabus and on Sakai) for options on how to construct each paper. Avoid mere summary of the selected article, and make each paper meaningful and succinct for easy reference and use in and out of class. You will submit all Reading Papers to Assignments by 4:15pm CST on select due dates. I will assess the reading papers based on the rubric found at the end of this syllabus and on Sakai.

Personal Identity Exploration (10 points, due September 16)
The purpose of this assignment is for you to do an exploration of your own ideas and attitudes about identity. It is my hope that this exercise serves as a tool to help you reflect on your identity throughout the course, particularly in relation to the Photo Elicitation Project. Your interview may be informed by anything you have done prior to this class, but do not read ahead for this assignment. You will evaluate the assignment based on the Personal Identity Exploration rubric found at the end of this syllabus and on Sakai. Your rubric with no more than a one page explanation of how you arrived at your grade should be turned in on Sakai. Note: you will not turn in the recording of your interview. The interview may be found on Sakai. See Personal Identity Next Steps at the end of syllabus and on Sakai.

Facilitated Dialogues (25 points, due once throughout the semester)
You and co-facilitator will facilitate an intergroup dialogue. The intergroup dialogue will be assigned based on topic preference and entail: (1) you and co-facilitator synthesizing the readings for the week in a 3-4 sentence paragraph; (2) providing this paragraph and 3 probing questions about the readings to Sakai Assignments by 11pm on the night before your assigned dialogue; (3) facilitating an intergroup dialogue on Sakai with half the class, and (4) creating a joint summary of learning edges from facilitated dialogues.

Co-facilitators and I will meet to review draft summary of readings that are synthesized and all linked to one or two overarching ideas/concepts. We will also discuss the draft of 3 overarching questions with at least 3 probing, sub-questions that (either in overarching question and/or in sub-questions) requires classmates to connect learning to specific readings, share something about themselves personally and professionally, and apply learning to a specific issue in higher education. Each set of questions will include at least one personally or professionally vulnerable example from facilitator’s lives to help participants connect/apply to the topic. The revised summary and questions are due on Sakai by 11pm the night before your assigned facilitation. Last, all co-facilitators for that week’s dialogue will meet to create a joint description of learning edges and food for thought from week’s dialogues. More detail on this assignment can be found at the end of the syllabus and on Sakai. I will assess your revised summary of readings/questions, facilitation, and joint summary based on the rubric found at the end of this syllabus and on Sakai.

Photo Elicitation Project (25 points, due September 2 and December 2)
This assignment is comprised of two parts both involving the use of photo elicitation, which is a qualitative research method.
Project 1: At the start of the semester you will be asked to capture new photographs representing major conceptual foundations related to the course and explain why/how these pictures are reflective of the concepts.
Project 2: The photos will be revisited at the end of the semester for fresh reflection and additional ones will be added that reflect new interpretations of the core concepts that may have arisen as a result of participation in the course. A final eight (8) page paper will document your journey as it relates to understanding and defining key content areas, connecting them to course literature, and how this learning will influence your practice.
**Required Equipment**
This assignment will require the use of a digital camera. If you do not own a digital camera, you can use your camera phone, purchase a disposable digital camera from your local convenience store (~$15) or check one out through the Loyola library system [https://myits.luc.edu/reservations/](https://myits.luc.edu/reservations/). The photo elicitation assignment requires you to have access to a digital camera during the first three and final three weeks of class.
You will need to post the photos from project 1 on the Forum on select days when we cover oppression, social justice and privilege. An electronic copy of the entire Project 1 should also be sent to Sakai by no later than the start of class on September 2. The final version of the photo elicitation, Project 2, should be uploaded on Sakai by the start of class on December 2. More detail on this assignment can be found at the end of the syllabus and on Sakai. I will assess these assignments based on the rubric found at the end of the syllabus and on Sakai.

**Student Performance Evaluation Criteria & Procedures**

<table>
<thead>
<tr>
<th>Participation/Reading Comprehension</th>
<th>(evaluated by professor)</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Papers</td>
<td>(evaluated by professor)</td>
<td>20%</td>
</tr>
<tr>
<td>Personal Identity Exploration</td>
<td>(evaluated by you)</td>
<td>10%</td>
</tr>
<tr>
<td>Facilitated Dialogue</td>
<td>(evaluated by professor)</td>
<td>25%</td>
</tr>
<tr>
<td>Photo Elicitation Project</td>
<td>(evaluated by professor)</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Final grades will be determined by totaling the points received on each of the assignments above (100-95= A, 94-90 =A-, 89-86=B+, 85-83=B, 82-80=B-, 79-77=C+, 76-74=C, 73-70=C-, 69-60=D, 59 or below =F). An “A” signifies exceptional work in this course. Assignments are generally due by 4:15pm on the day specified in the course sessions below, unless otherwise noted. Please see me if for some reason you are unable to meet a deadline. If you contact me ahead of the deadline we may be able to schedule an extension for no more than one week. If not, late papers may not be accepted and/or subject to at least a grade letter reduction. Please turn in all assignments electronically on Sakai. For your own protection, please retain all returned and graded work.

*All readings detailed below can be found on Sakai under the class session unless it comes from one of our required texts.
Readings—Refers to the book: *Readings for diversity and social justice
Effective Facilitation—Refers to the book: *The art of effective facilitation.*

*All assignments are due on Sakai under Assignments unless otherwise noted on course session below.
*Extended Readings are not required, but recommended for further knowledge on the topic.

**Tentative Course Sessions**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC/READING DUE</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26</td>
<td><strong>Introduction to Intergroup Dialogue</strong></td>
<td>Come to class with questions on syllabus and</td>
</tr>
<tr>
<td></td>
<td>• Effective Facilitation Chapter 8</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Class Type</td>
<td>Readings/Assignments</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Extended Reading:</strong>&lt;br&gt;Wendell (1990)&lt;br&gt;Velasquez (2006)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Extended Reading:</strong>&lt;br&gt;Garrett (2005)&lt;br&gt;Schall (2006)&lt;br&gt;Readings Chapter 6</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading/Resource</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| September 16 | **Conceptual Foundations- The Importance of Diversity and Personal Identity**  
Face-to-Face Class |  
- Castania (2003)  
- Chang et al. (2011)  
- Hurtado (2007)  
- Readings Chapter 2  
- Effective Facilitation Chapters 3 & 6 |  
Extended Reading:  
- Readings Chapter 1  
| September 23 | **Conceptual Foundations- Power & Privilege**  
Online Class |  
- Effective Facilitation Chapters 9-11  
- Readings Chapters 3 & 116  
- Kelly & Gayles (2015)  
- Class PowerPoint |  
Extended Reading/Video:  
- McIntosh (1989)  
- Video - Mirrors of Privilege  
| September 30 | **Racism**  
Online Class |  
- Readings pp. 57-64; Chapter 8  
- Effective Facilitation Chapters 5& 7  
- California AAPI & AMEMSA Perspectives (2013)  
- Sen (2013)  
- Class PowerPoint |  
Extended Reading/Video:  
- Video: Race: The Power of an Illusion  
- Readings Chapter 10 |  
| October 7   | **Sexism**  
| |  
- Readings pp. 317-323; Chapters 60, 62, 63 | Mid-Semester  
<p>| | | | |
| | | | |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Extended Reading</th>
<th>Opportunity/Reading Rubric &amp; Professional Disposition Rubric due by Oct 6 at 11pm CST</th>
</tr>
</thead>
</table>
| Face-to-Face Class |                        | ▪ Blackhurst (2000)  
▪ Cahill (2003)  
▪ Sheffield (2004)                                                                 | Extended Reading:  
▪ Readings Chapter 12 & 65                                                                 | Participation/Reading Rubric & Professional Disposition Rubric due by Oct 6 at 11pm CST |
| October 14   | Religious Oppression   | ▪ Readings pp. 229-237; Chapters 46, 47, 57  
▪ Larson & Shady (2012)  
▪ Goodman & Mueller (2009)  
▪ Class PowerPoint                                                                 | Extended Reading:  
▪ Seifert (2007)                                                                                     | Opportunity to turn in Reading Paper on Racism, Sexism or Religious Oppression          |
| Online Class |                        | ▪ Readings pp. 229-237; Chapters 46, 47, 57  
▪ Larson & Shady (2012)  
▪ Goodman & Mueller (2009)  
▪ Class PowerPoint                                                                                     |                                                                                               | Participate in online dialogue facilitated by students (Oct 14 at 8am - Oct 15 by 11pm CST) |
|              |                        | ▪ Readings pp. 229-237; Chapters 46, 47, 57  
▪ Larson & Shady (2012)  
▪ Goodman & Mueller (2009)  
▪ Class PowerPoint                                                                                     |                                                                                               | Co-Facilitators Revised Summary/Questions by 11pm CST Oct 13                           |
| October 21   | Classism               | ▪ Readings pp. 141-149; Chapters 29-31  
▪ hooks (2003)  
▪ Lee (2011)  
▪ Class PowerPoint                                                                                   | Extended Reading:  
▪ Readings Chapters 35 & 39                                                                             | Opportunity to turn in Reading Paper on Sexism, Religious Oppression or Classism       |
| Online Class |                        | ▪ Readings pp. 141-149; Chapters 29-31  
▪ hooks (2003)  
▪ Lee (2011)  
▪ Class PowerPoint                                                                                   |                                                                                               | Participate in online dialogue facilitated by students (Oct 21 at 8am - Oct 22 by 11pm CST) |
|              |                        | ▪ Readings pp. 141-149; Chapters 29-31  
▪ hooks (2003)  
▪ Lee (2011)  
▪ Class PowerPoint                                                                                   |                                                                                               | Co-Facilitators Revised Summary/Questions by 11pm CST Oct 20                           |
<p>| October 28   | Heterosexism           | ▪ Reading pp. 373-379; Chapters 77-79, 83                                  |                                                                                                           | Opportunity to turn in Reading Paper on Classism                                       |
| Online Class |                        | ▪ Reading pp. 373-379; Chapters 77-79, 83                                  |                                                                                                           |                                                                                       |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Online Class</th>
<th>Reading/Video</th>
<th>Extended Reading/Video:</th>
<th>Opportunity to turn in Reading Paper on Genderism/Cisssexism or Heterosexism Participation in online dialogue facilitated by students (Date: Time: - Date: Time: CST) Co-Facilitators Revised Summary/Questions by 11pm CST Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 1</td>
<td>Online Class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Genderism/Cisssexism</td>
<td>Readings pp. 425-431; Chapters 87, 89, 93</td>
<td>Extended Reading:</td>
<td>Opportunity to turn in Reading Paper on Genderism/Cisssexism Participation in online dialogue facilitated by students (Date: Time: - Date: Time: CST) Co-Facilitators Revised Summary/Questions by 11pm CST Date</td>
</tr>
<tr>
<td>11</td>
<td>Face-to-Face Class</td>
<td>Ableism</td>
<td>Extended Reading:</td>
<td>Revisit Personal Identity Exploration Interview for Part 2 of Photo Project &amp; Bring Questions to Class</td>
</tr>
<tr>
<td>18</td>
<td>Online Class</td>
<td>Facilitating Diversity &amp; Social Justice Education</td>
<td></td>
<td>Final Opportunity to Turn in Reading Paper—may focus on Genderism or Ableism Participate in online dialogue facilitated by students (Date: Time: - Date: Time: CST)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Berube (2003)
- Class PowerPoint
- Pharr (2004)
- Video: Fish Out of Water (on Netflix)
- Nakamura (1998)
- Readings Chapter 86 & 92
- McCarthy (2007)
- Tevis & Griffen (2014)
- Readings Chapters 96, 100
- Effective Facilitation Chapter 12
- Perry et al. (2009)
- Kelly & Gayles (2010)
- Higbee & Barajas (2007)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 25</td>
<td>No Class: Thanksgiving Break</td>
</tr>
<tr>
<td>December 2</td>
<td>Ally Development &amp; Social Justice Practice</td>
</tr>
<tr>
<td></td>
<td>- Effective Facilitation Chapter 13</td>
</tr>
<tr>
<td></td>
<td>- Urrieta (2007)</td>
</tr>
<tr>
<td></td>
<td>- Readings Chapter 131</td>
</tr>
<tr>
<td></td>
<td>- Munin &amp; Speight (2010)</td>
</tr>
<tr>
<td></td>
<td>- Showing up for Justice (2013)</td>
</tr>
<tr>
<td></td>
<td>- McDonald (2013)</td>
</tr>
</tbody>
</table>

**Articles/Readings on Sakai**


*Professional Disposition Rubric and Rubrics for all assignments can be found below as well as on Sakai*

Professional Dispositions
Loyola University Chicago
Higher Education Program

CANDIDATE________________________________________________

FACULTY___________________________________________________

DATE        _________________________________________________

Please rate the candidate using: Target (above average), Acceptable, Unacceptable
<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
</tr>
<tr>
<td>Student meets all deadlines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student attends class and is punctual for all professional obligations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is able to work effectively with peers on assignments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairness</td>
<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student fails to consider the situation of others in making professional decisions and acts inequitably</td>
</tr>
<tr>
<td>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student exhibits active listening skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is able to accept constructive feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students can learn</td>
<td>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
<td>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
<td>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</td>
</tr>
<tr>
<td></td>
<td>capable of learning</td>
<td>learning</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Student is sensitive to cultural differences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student respects the diversity of learning styles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student uses the framework of social justice in decision making</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Class Participation/Reading Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion:</td>
</tr>
<tr>
<td>1. Finds ways to connect own comments to the comments made by other students online and in class</td>
</tr>
<tr>
<td>Positive attributes</td>
</tr>
<tr>
<td>Frequently</td>
</tr>
<tr>
<td>2. Answers questions posed by the professor/students online and in class AND/OR offers helpful explanations when another student</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>seeks clarity</strong></td>
</tr>
<tr>
<td><strong>3.</strong> Communicates with professor via face-to-face, email, phone or Skype to clarify ideas or get questions answered</td>
</tr>
<tr>
<td><strong>4.</strong> Uses language online and in class that is professional and appropriate and is respectful of self, of other students, and of the professor</td>
</tr>
<tr>
<td><strong>5.</strong> Offers comments online and in class that compare and contrast ideas, synthesizes several ideas, or breaks a complex idea into multiple parts</td>
</tr>
<tr>
<td><strong>6.</strong> Demonstrates comprehension of the reading through questions, answers and comments in class, in online dialogues and in assignments</td>
</tr>
<tr>
<td><strong>Negative attributes</strong></td>
</tr>
<tr>
<td><strong>7.</strong> Consistently does not submit material and/or engage in course requirements by specified times</td>
</tr>
<tr>
<td><strong>8.</strong> Does not adhere to Dialogue Contract in facilitated dialogues online or in class</td>
</tr>
<tr>
<td><strong>9.</strong> Contributions are not relevant to the conversation and rarely incorporate course</td>
</tr>
</tbody>
</table>
readings; Contributions betray a lack of preparation; Arguments are rarely evidence-based

<table>
<thead>
<tr>
<th>10. Does not actively and fully participate in class, or in class forums</th>
<th>Almost never</th>
<th>Seldom</th>
<th>Occasionally</th>
<th>Frequently</th>
</tr>
</thead>
</table>

Total possible score = 40
Total possible points = 20 (40/2)
Student’s points =

Three Questions for mid-semester check:
1. What is working well in the course?
2. What could be improved about the course?
3. What can you, as a student, do to improve the course?

ASSIGNMENT
READING PAPER

Higher Education Program—Fall 2015

Assignment Description:
Taking the time to read and reflect on the content of this course is critical. Therefore, exercises have been designed to ensure that you are provided structured opportunities to process course content, its connection to your life, meaningfulness to practice, and how content from each session fits together. Use of multiple formats is purposefully designed to both challenge and support your preferred learning style. You are required to complete a reading paper four (4) times during the semester. Learning outcomes include:

- The ability to critically think in meaningful ways about course content;
- An increased capacity for self-awareness as it relates to course content.
All four reading papers must be completed by 4:15pm on November 18, 2015. The tentative course sessions list dates on which you may turn papers in for assessment.

**Assignment Requirements:**
You must submit a total of four reading papers over the course of the semester. There are several options for submission of your reading paper. Only one reading paper may be turned in per week, per course topic, and you must turn papers in on topics as dictated in the course outline of the syllabus. You are encouraged to do multiple formats to optimize your learning.

- Papers all follow APA format, and should be checked for spelling and grammatical errors prior to turning in for assessment.
- They should be typed using 12-point, Times New Roman Font with double-spacing. The length should be no more than 2 pages (not including title page/references). Submissions that greatly exceed or do not meet this amount will not be accepted.
- Pay attention to guidelines in rubric as this will be used to assess your work.

**PROGRAM PAPER**
The program paper gives you a chance to learn about a topic for which you are unfamiliar about, examine your thoughts and feelings about the learning derived from the program and relay how the readings affirm or refute your program experience.

- Programs should be meaningful opportunities you have to attend something at an institution, professional conference, agency or non-profit related to higher education that specifically deals with a topic discussed in class.
- Do not detail the program; rather highlight key learning from it that connects to course readings and your own experiences with the topic.
- Finally, connect the learning to your future or current practice in higher education.
- Please consult with me before attending the program.

**PLAYLIST REFLECTION**
Music can be a powerful vehicle through which to explore one’s thoughts and emotions. This paper platform is designed to assist you in connecting course content to your own emotional states. The process involves completing the course readings for the week and then constructing a playlist of four songs that best evidence how the readings connect to your own emotional experiences.

- In your reference page for the paper, list the four songs and the artists that perform them per APA 6th edition style. If a Youtube.com link is available for the video for the song, then include that as well.
- Write about how the song choices highlight experiences you had as connected to the readings.
- Finally, connect your analysis of the songs and readings to your future or current practice in higher education.
### Critical Incident/Personal Insight

This paper method takes a more personal approach than others. Rather than a general critique on the course readings and their meaning, this approach focuses more narrowly on potential triggers that may emerge from the reading.

- Start by selecting a topic, term, or concept that is highlighted for the week (e.g., racial micro-aggressions, internalized homophobia) that perhaps triggered your thoughts or feelings in a particularly powerful or personal way.
- Next, write on how the particular term related to your own life. Why is it a trigger term for you? What does it surface in terms of your thoughts and feelings? Attempt to trace your thinking back to a specific critical incident or experience from which this arises. What personal insights can you glean from your reaction to the term?
- Even though this form of paper is personal, you are in no way obligated to share anything with which you are uncomfortable.
- Connect the trigger to concepts, quotes in the reading and share how you will deal with this trigger in future higher education work.

### Photo Paper

This paper method revisits the learning from your photo project 1 and applies it to a specific topic covered in class (e.g. sexism, ableism, classism).

- Start by taking a picture of a place or a thing (do not take any pictures of people) that represents your current understanding of the assigned topic.
- Next, write how the photo illustrates your understanding of the assigned topic, and pick a reading from that week’s topic that helps you connect your understanding to experiences in your own personal or professional life.
- One page should have the assigned topic and the photo on it and the other two pages should contain your written summary.
- Photos for this option must be new and taken within one to two weeks of the assigned topic’s class session.
- Photos may be shown to class to encourage discussion of intersecting identities/topics.

### Dialogue Preparation

This paper method is designed to assist you in preparing for facilitating a dialogue in class. This is the only paper topic that may be on your assigned facilitated dialogue topic. It can be turned in any time prior to your assigned facilitation and no later than the Wednesday night of your facilitation. You may only do this paper format once.

- Start by recording/journaling every time you hear something you do not agree with or understand, particularly things that have to do with a topic we cover in class (e.g. genderism, religion).
- Next, try at least two different times before you facilitate your dialogue to engage a person in a conversation that has said something you disagree with or do not understand.
- Only ask the person about where, why and how they have come to take on that perspective or hold that belief. Ask just for understanding without trying to
convince them of your perspective. Ask until you find at least one thing of value (either to you personally or professionally).

- Record/journal feelings, thoughts and what you learned to value in that person’s perspective.
- Finally, construct your two page paper around one or two conversations you held (do not reenact the conversation, but instead focus on pivotal learning moments), how you navigated only seeking understanding rather than trying to convince that person of your own stance on the topic, what your feelings and thoughts were during this process and how it will influence the way in which you facilitate the dialogue in class.
Raw Points Available to Earn on Each Reading Paper = 15

Percentage of Total Points Available to Earn on Each Reading Paper = 5 (15/3)
Personal Identity Interview - Next Steps, ELPS 432:

What I am looking for is for you to reflect on the answers you gave in the interview throughout the semester so the concepts we discuss can be personal to you and not abstract ideas. Here are some ways to think about assessing yourself for the rubric and explaining that grade.

1) Based on areas discussed in the Personal Identity Exploration--- social class, race, ethnicity, sexual orientation; in which of these areas of your development have you made good progress in? How so? What factors (e.g. friends/family/demographics of neighborhoods, schools, college, and friends) do you believe contributed to you making such good progress?

It might help to think about what "good progress" in development means and what "slower development" would look like. For instance, one of the purposes of education is helping students become open to culture and other difference. This would be in line with "good progress" in any number of areas (ability, ethnicity, sexual orientation). To what extent are you open to people of different faiths, political parties, and genders? How do you think this openness has come about? What factors might have contributed to you being open? Perhaps one of those factors is how well you have come to know your own class, nationality or sex. I am interested in having you trace how YOU think you have developed along these areas.

2) In terms of "slower development" think about areas of difference you are not open to and why that might be? Has anything slowed your thinking critically, deeply and positively about your gender, age, etc.? What might that have been?

The Personal Identity Exploration relates to all of the above because it can give you clues about how open you are to others who are different from you and how knowledgeable you are about groups to which you belong and groups to which others belong.

Next Steps- 1) Complete the rubric numerically with what you are evaluating yourself with 10 being the most points available to earn, and no more than one page explanation of why you have given yourself that score; 2) Submit the rubric on Sakai including rationale for the score you assessed yourself; 3) I will record the points and ask that you listen to your recording or read your written notes on the interview only during the final weeks of class in preparation for Photo Project 2 at the end of the semester.
# Personal Identity Exploration Rubric

<table>
<thead>
<tr>
<th>OUTCOME ASSESSED</th>
<th>UNSATISFACTORY</th>
<th>LIMITED</th>
<th>SATISFACTORY</th>
<th>HIGH</th>
<th>VERY HIGH</th>
<th>MARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4.0</td>
<td>5.9</td>
<td>6.0</td>
<td>7.9</td>
<td>8.0</td>
<td>8.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8.8</td>
<td>9.4</td>
<td>9.5</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>No reflection on my individual development; nor on factors that contributed to that development.</td>
<td>Little reflection on my development or on factors that contributed to that development.</td>
<td>Some reflection on my development and on factors that contributed to that development.</td>
<td>Meaningful reflection on my development and contributing factors. I am beginning to develop new ways of reflecting on my identity.</td>
<td>Extensive reflection on my development and contributing factors. I am doing much personal growth and awareness.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Very little effort was made to answer all of the questions in depth.</td>
<td>Little effort was made to answer all of the questions in depth.</td>
<td>Some effort was made to answer all of the questions beyond a surface level.</td>
<td>Much effort was made to answer all of the questions in depth.</td>
<td>Tremendous effort was made to get to deeper meaning of questions and impact on my identity.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>No attempt to answer additional questions on whether I have made good or slower progress in my identity development.</td>
<td>Little attempt to answer additional questions on whether I have made good or slower progress in my identity development.</td>
<td>Answered additional questions on whether I have made good or slower progress in my identity development.</td>
<td>Thoughtfully answered additional questions on whether I have made good or slower progress in my identity development.</td>
<td>Captured answers to additional questions on whether I have made good or slower progress in my identity development. Recorded where I am for each aspect of identity so I can refer back to this at end of semester.</td>
<td></td>
</tr>
</tbody>
</table>

- Total Raw Score Available to Earn on Assignment = 30
- Total Points Available to Earn on Assignment = 10 (30/3)
- Comments/Explanation of points earned above: (i.e. what is evidence of your reflection? In-depth responses to questions? Areas of good progress and slower development identified?) (use separate sheet of paper to answer this; answer should be no more than 1 double-spaced page)
“Dialogue is a moment where humans meet to reflect on their reality, as they make and remake it.” (Freire)

You and a co-facilitator will participate in facilitating an electronic, threaded dialogue directly related to that class session’s readings and overall topic. Your dialogue should center on readings due for that week’s session and build upon the common information base they provide, as well as connect it to a practical issue in higher education. This will help students take theory and put it into practice. The dialogues will be limited to a roughly two day period from Wednesday morning to 11pm on Thursday night. The assignment will involve you and the co-facilitator reading the material, viewing any related materials, and then composing a 3-5 sentence summary of the concepts you felt most drawn to or triggered by in the readings. Next, you both will compose 3 intriguing, provocative, probing, questions to open the class dialogue. You and the co-facilitator will then set-up a meeting with me to go over materials and have a mini-dialogue to prepare for the facilitation. You and the co-facilitator will send the revised summary and probing questions to Sakai by 11pm on the Tuesday night prior to your dialogue. I will then post your summary and questions to open one of the two forums on Wednesday morning. Each week there will be two dialogues on the same topic, one group of facilitators will guide half the class and the other group will guide the other half of class.

Your classmates will, at minimum, have to respond to one overarching question, corresponding probes, follow-up questions you or classmates have about their response, and respond to at least two other classmate’s responses throughout the 2-day dialogue period. The hope is that most people will dialogue between class time and that you and your co-facilitator will be together or in close communication during the dialogue. It is your job to affirm, challenge, and invite further responses from your classmates based on their posts. You will also periodically link multiple responses together to summarize what has been said and push the dialogue to a deeper level. You should do this by sharing personal and professional reactions to posts, citing direct quotes from the readings, unpacking quotes from the readings and inviting those who have not yet posted to join the dialogue. Finally, by 11pm on the Sunday night after your dialogue ended, you and all the facilitators (both groups of facilitators should meet to discuss shared themes and learning from facilitation and about the topic) will send a joint summary and food for thought—suggestions on what you may do personally and professionally as a result of the dialogue you facilitated. I will incorporate this post into my PowerPoint presentation to the entire class the following Wednesday. In this way, you will have the opportunity to have several dialogues (synchronous with me, asynchronous with classmates, and synchronous with other co-facilitators). These dialogues will provide you with an opportunity to practice skills and techniques you will have read about and had modeled for you by me in the first five weeks of the semester. At the conclusion of my review of each dialogue, I will provide each group of facilitators with feedforward on the revised summary and revised questions, as well as feedforward about the process and content of the dialogue. Last, I will review the joint summary and food for thought from all the facilitators. Your final grade on the Facilitated Dialogue Assignment will be based on all of these combined components.
Tips for effective facilitation are to:
- Work to foster an environment of respect and mutual understanding
- Ask classmates clear, concise and well-worded questions
- Promote deeper understanding of the readings through questions and responses
- Share personal connections to the readings
- Draw out participants whose voices are not being heard and deter others from monopolizing the dialogue
- Invite and respect divergent opinions as well as opinions that affirm ideas shared
- Model active listening and open-mindedness
- Challenge participants to explore each other’s’ differences as well as commonalities of experience and push beyond surface level dialogue
- Encourage participants to connect theory/ideas in reading to professional practice by giving examples of how reading connected to a practical issue in higher education
<table>
<thead>
<tr>
<th>Use of Reading(s) Higher Education Topic</th>
<th>UNSATISFACTORY</th>
<th>LIMITED</th>
<th>SATISFACTORY</th>
<th>HIGH</th>
<th>VERY HIGH</th>
<th>MARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students did not make connections in the dialogue to key concepts, terms, definitions, or quotes from the readings.</td>
<td>2.0-3.9</td>
<td>4.0-5.9</td>
<td>6.0-7.5</td>
<td>7.6-8.6</td>
<td>8.7-10.0</td>
<td>29</td>
</tr>
<tr>
<td>Students made little mention of key concepts, terms, definitions, or quotes from the readings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students adequately acknowledged key concepts, terms, definitions, and quotes from the readings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students based dialogue on solid foundation of key concepts, terms, definitions and multiple quotes from the readings. Related higher education current issue to dialogue.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students made extensive use of key concepts, definitions, and multiple quotes from readings. Connected dialogue to higher education current issue; fostered deeper learning of topic.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students did not address process of dialogues (ask good probing questions, draw out participants, deter overly talkative participants).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students attempted to ask good questions, draw out participants and deter overly talkative participants.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students did a good job of asking questions, drawing out participants and deterring overly talkative participants.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students addressed process by asking great questions, assuring everyone had a voice in the dialogues, and practicing active listening.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students skillfully addressed process of dialogues (questions, participant voice, active listening, and keeping an open-mind).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students did not meet requirements of assignment (flow of dialogue—beginning, middle, end &amp; going beyond surface level, and inviting divergent opinions).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students made little effort to meet all requirements of assignment (flow of dialogue, going beyond surface level, and inviting divergent opinions).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students made some effort to meet all requirements of assignment (flow of dialogue, going beyond surface level, and inviting divergent opinions).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students made considerable effort to meet all requirements of assignment (flow of dialogue, going beyond awareness level, inviting divergent opinions, and encouraging the exploration of differences).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students successfully met all requirements of assignment, with some extra attention paid to length, flow, and sharing how their own experiences impact identity and practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students did not provide 3 quality probing questions with corresponding probes or summarize readings, but talked about each reading separately.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students made little effort to provide 3 quality probing questions with corresponding probes or summarize readings by common themes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students made some effort to provide 3 quality probing questions with corresponding probes and to summarize readings by common themes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students provided 3 quality probing questions, corresponding probes, described readings by core themes and connected to higher education case.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students did not effectively prepare (set-meeting, draft summary/queenions) or learn from dialogue (name dominant/target narratives, show learning edges on topic/facilitation).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students made little effort to prepare for dialogue facilitation or to learn more about topic or facilitation of dialogue.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students made some effort to prepare for the dialogue and learn more about topic and facilitation of dialogue.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students effectively prepared for dialogue and demonstrated learning from dialogue in joint summary and food for thought submitted post-dialogue.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students went above and beyond to have pre-dialogue prior to meeting; draft documents and have techniques to try; held joint facilitator post-dialogue and shared effective facilitation tips as well as learning on topic.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ELPS 432: Social Justice in Higher Education  
Fall 2015

Assignment Description:
This assignment is comprised of two parts both involving the use of photo elicitation, which is a qualitative research method. At the start of the semester you will be asked to take new photographs representing core content related to the course and document why these pictures are reflective of that content. The photos will be revisited at the end of the term and additional ones added that reflect new interpretations of the core content that may have arisen as a result of participation in the course. A final paper will document your journey as it relates to understanding and representing key content areas and connecting them to course literature. Learning outcomes include:

- An increased understanding of core content essential to higher education;
- An enhanced understanding of how one’s personal worldview informs their understanding of privilege, oppression, and social justice;
- The ability to articulate a personal philosophy that integrates personal experiences and academic knowledge.

Please note that completion of this project will require you to have access to a digital camera during the first three and final three weeks of class. The course syllabus provides suggestions for those that do not own or have access to a digital camera. An electronic copy of the project should be sent to Sakai by 4:15pm on September 2. An electronic copy of the final version of the photo elicitation project 2 should be sent to Sakai on December 2.

Assignment Requirements:
This assignment provides an introduction to both the core content and photo elicitation as a qualitative research method. Photo elicitation involves the use of photographs that a person is either shown or asked to take as a means to evoke information, feelings, and/ or memories that explain a specific phenomenon. This assignment should be completed according to the specifications outlined here:

**Photo Elicitation Project Part 1**
- Prior to starting this assignment, you are encouraged to read the articles by Harper and Clark Ibañez that are posted on Sakai. These readings provide a brief overview and introduction to photo elicitation as a research method. This introduction will help frame both your work on the project and class discussions aimed at interpreting peers’ works.
- The first component of this assignment involves taking photographs that you believe are representative of the following terms: Oppression, Social Justice and Privilege. Please note that this should be done PRIOR to completing the first assigned readings on Oppression. The goal is to
capture photos that represent your current understandings/interpretations of the concepts.

- For each term (social justice, oppression, privilege) you should identify between 2-3 photos that best capture your understanding of each concept (6-9 photos in total). You are encouraged to take many photographs and select the best 2-3 for each concept from the broader set of photographs.
  - Every photograph for this project must be new, taken explicitly for this assignment. You cannot use previously taken photographs.

- For each photograph, please construct a single paragraph that interprets the photo and how it represents the concept. These will be used in class dialogues online when we cover each of the three topics.

- In order to effectively use your project in the course activity and for grading purposes it is important you organize the material according to the specifications provided below.
  - Begin the first page with a traditional title page, follow APA guidelines.
  - The second page should have a title labeled “Oppression.”
  - Each picture for this topic should then appear with the descriptive paragraph. You need to have each picture appear on a separate page. Do your best not to separate your picture from its description.
  - Once you complete the oppression section, start on a new page with the title “Social Justice.” Follow the same process as above and the replicate this with the final topic “Privilege.”
  - This is due on Sakai by 4:15pm on September 2. Please save the document using your last name.

**PHOTO ELICITATION PROJECT PART 2**

- The second component of this assignment involves a reexamination of your original photographs with the knowledge gleaned from course content. Start by examining the 2-3 photos that you originally submitted for each of the core topics (oppression, social justice, privilege). Would you change any of the descriptions to highlight new insights? Would you add new pictures that better capture your understanding of the topics? Would your photos and descriptions stay the same?

- Make any changes to your photos (this may involve taking new pictures if you wish to do so) and their descriptions and recreate the document as described under part one of the project.
  - You should have at minimum 3 pictures for each concept and no more than 5 pictures for each concept.
  - Every photograph for this project must be new, taken explicitly for this assignment. You cannot use previously taken photographs.
  - Even if you keep a photo the same for part 2 you MUST include a description detailing your reflective process.
o This description must also include quotes or paraphrased definitions from readings to support your rationale for inclusion of the photo.

o Use proper grammar and APA style for your descriptions.

- In addition to the above, craft an analysis of your learning in these areas. This paper should be 8 pages in length and cover the following:
  o What does each of the three core topics mean to you? How do you define them in your own words? Your writing should reflect your understanding of the terms, but needs to be grounded in and supported by the course literature. You are expected to use APA style and citations for this paper.
  o How has your understanding of the three core topics changed (if at all) as a result of your participation in this class? If your understanding has not changed, to what do you attribute this? What have you learned as it relates to these topics? How is this evident in your photographs?
  o Citing meaningful dialogue moments and learning from revisiting your Personal Identity Exploration Interview should strengthen the depth and clarity of your paper.

- This paper should be typewritten using 1 inch margins on all sides, 12-point Times New Roman font, and double spacing between lines.

- The final photographs and paper should be submitted to Sakai by the start of class on December 2.
# ELPS 432: Photo Elicitation Project Rubric

<table>
<thead>
<tr>
<th>OUTCOME ASSESSED</th>
<th>UNSATISFACTORY</th>
<th>LIMITED</th>
<th>SATISFACTORY</th>
<th>HIGH</th>
<th>VERY HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Achievement of Project 1</strong></td>
<td>1</td>
<td>1.9</td>
<td>2.0</td>
<td>2.9</td>
<td>3.0</td>
</tr>
<tr>
<td>The assignment is not completed, or does not conform to the instructions provided</td>
<td>The assignment is completed, but does not conform to the instructions provided</td>
<td>The assignment demonstrates evidence of completion and adherence to instructions provided</td>
<td>The assignment demonstrates strong achievement of all the instructions provided</td>
<td>The completed assignment is above and beyond requirements</td>
<td></td>
</tr>
<tr>
<td><strong>APA Style, and Grammar</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses incorrect grammar, spelling, punctuation, and/or APA consistently</td>
<td>Some evidence of correct spelling, grammar punctuation, and APA</td>
<td>Demonstrates few errors in spelling, grammar, punctuation and APA</td>
<td>Has a good command of spelling, grammar, punctuation and APA</td>
<td>Excellent command of grammar, APA, etc. and writes with some flair</td>
<td></td>
</tr>
<tr>
<td><strong>Reflection on Change</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depth of reflection is not consistent with requirements of graduate-level work</td>
<td>Depth of reflection varies greatly and lacks consistent representation of how and why change occurred or did not occur</td>
<td>Depth of reflection is adequate and presents both how and why change occurred or did not occur</td>
<td>Depth of reflection is significant offering areas of both how and why change occurred or did not occur</td>
<td>Critical reflection on how and why change occurred or did not occur; interview assessment reflection is evident</td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrated Understanding of Content</strong></td>
<td>Assignment does not demonstrate accurate or full understanding of core content (e.g. definitions of oppression, privilege and social justice)</td>
<td>Demonstrates varying degrees of understanding of core content with some accurately explained and others missing key points</td>
<td>Demonstrates adequate competence in articulating definitions of core content with readings used as evidence</td>
<td>Demonstrates strong ability to synthesize course content, identify similarities and differences between and among core content that are based in readings</td>
<td>Exceptional ability to both synthesize course content, identify similarities and differences, use readings and dialogues extensively as evidence</td>
</tr>
<tr>
<td><strong>Appropriate Structure</strong></td>
<td>Assignment is poorly organized, and structured (e.g. timeliness, length of 6 pages)</td>
<td>The final product suffers from problems associated with organization and structure</td>
<td>The final product is well organized and clearly structured</td>
<td>The final product is well organized, and structured in way that builds on the argument or central thesis</td>
<td>Final product flows extremely well with consistent transitions, thoughtful argument, support and conclusion that ties it all together</td>
</tr>
</tbody>
</table>

Total Points Available to Earn on Photo Assignment = 25

Points Earned =