# **HDFS 298: Equitable Pedagogy in HDFS Winter 2020**

CRN 34135: TR 8:30 to 9:50 (2 cr) 9:00 to 9:50 (1 cr); NSH 210

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| **Instructor:** Elizabeth Pearce  **Office:** NSH 116  **Phone:** 917-4904  **E-mail:** [liz.pearce@linnbenton.edu](mailto:liz.pearce@linnbenton.edu)  **Office Hours:**[Click here to make an appointment on my calendar](https://calendar.google.com/calendar/selfsched?sstoken=UUd5ZjhLcFk5TzVifGRlZmF1bHR8YWVmZjUzZTRlNDk0ZTRkNjg2MWIyMzc2ZjUwMzQ1ZWI).  **OER Librarian:** Michaela Willi-Hooper, [willihm@linnbenton.edu](mailto:willihm@linnbenton.edu)  **Dept. Support:** Susie Plowhead, [plowhes@linnbenton.edu](mailto:plowhes@linnbenton.edu) |

## Course Description

This open pedagogy project will engage students in the process of creating curricular materials that support the learning outcomes for the Difference, Power, and Discrimination course HDFS 201: Contemporary Families in the United States. Students will research, write, create, edit, video, illustrate or participate in other ways to contribute to equitable learning materials.

## Outcomes

1. Describe Open Educational Resources (OERs) and related concepts such as open licensing, open pedagogy, and accessibility.
2. Contribute to the creation of open equitable learning materials for HDFS 201: Contemporary Families in the United States.

## Required Materials and Dispositions

1. Use of your LBCC/OSU library account(s), LBCC Google Drive, the internet, and your LBCC email.
2. One text of your choosing related to understanding privilege, power, and oppression, which is a life-long learning process. [See the suggested book list.](https://docs.google.com/document/d/1fS0n_eDa-OsWnLQQBTda7Ylxj2AmQd5yMmE5mjMmc68/edit?usp=sharing)
3. A sense of initiative and responsibility. You are expected to organize your work, take initiative to learn and discover resources, think deeply and critically, and articulate your viewpoints throughout the project.

## Learning Requirements and Activities

### Independence and Interdependence

This course is an independent study, and it requires individual thinking and action on the part of each student. You will each be pursuing different readings, research activities, and creative activities. I will be there to guide you, but you must be able to self-motivate and be prepared to problem-solve when you meet barriers. In addition, I expect you to use the resources available to you (people and services). That’s where interdependence comes in; be willing to seek help and to help others.

There will be times that you get stuck, and not always be able to interact with me. What will you do in those times? How do you typically solve problems? It is important to do some pre-thinking about how you will address that kind of situation. Here are a couple of strategies; I’m sure that you can think of others!

* Go back and review your original tasks, objectives, goal, and instructions.
* Contact a peer, and run through whatever is getting you stuck. Verbalizing the problem may help you to see something you missed, or your peer may come up with an idea you have not considered.
* Switch tasks. Work on something different for a while and then come back to what is challenging you.
* Consult an expert (e.g. the Writing Center, an LBCC librarian, a faculty member) within the discipline you are stuck.

### Reading and Journaling

Each of you will select a text related to privilege, power, difference, and/or discrimination. The purpose of reading this text is to keep the complicated concepts related to equity in the front of your mind as you work on this project. Understanding social justice and institutionalized oppression is a life-long process; I expect you to be engaged in that growth while working on this project. I want you to write a response to your readings each week (minimally Weeks three through nine, but don’t limit yourself!).

A few questions that might help you with writing a response are:

* What emotions do I experience while reading? When did I feel uncomfortable?
* When did I feel as if the author understood me and my experiences?
* What in the reading challenged something I have believed to be “true” or “factual”?
* How does this reading help me to become a better social justice thinker?
* How does this reading relate to work on the writing project?

I’m sure that you can think of other questions to ask yourself or topics to address!

Write as much as you can and for as long as you need to. Think about it as a free write. You will be sharing your journal with me at least twice during the term, but you may mark sections that you want to keep private (I will not read all of your entries and you can keep as many private as you choose to).

Journal may be hard copy or electronic documents.

### Becoming an Educator

In this class, I will ask you to consistently hold a dual focus. If you think of HDFS 201 as a survey course that paints many topics with a broad brush, consider this course an opportunity to dig deeper on a couple of those topics. At the same time that you are reading, researching, thinking, synthesizing, and learning, you will ask yourself:

* Of all that I am learning, what is relevant to include in the broad brush of this topic?
* What will engage and inform students new to this topic?
* What is the best way to expose students to this information?
* What kind of presentation will inspire students to think critically and want to dig deeper?
* What is my own viewpoint that influences my interest in this topic?
* How do I balance my own bias with what is relevant to students?

Read [A Narrative on Whiteness and Multicultural Education](https://drive.google.com/file/d/0B3uFYRxCVRH7UDZtWUtuSGFKdTA/view?usp=sharing) by Paul Gorski with these questions in mind. My reason for choosing this reading is to expose you to the kind of self-examination that I want each of you to be doing as you work on learning materials for other students. If you are a Twitter user, I recommend following him for a daily dose of thinking about education, privilege, and discrimination.

### Independent Work

Each of you will have a focus or a couple of foci in the writing project. These may change over the course of the term based on project needs and your work style. For example, you might work independently on one part of the project while working on another part of the project with a couple of other students. You may have a content focus (e.g. housing, or justice) and also a technical or format focus (e.g. finding images, or formatting reference pages). Be prepared to report on your work progress every week and to shift focus as needed.

I see each of you as unique individuals who have the potential both to grow from this work and contribute substantially to the work. I will ask you to work on tasks that I see as both complementary to your strengths and also that will challenge your thinking and lead you to greater understanding and achievement. I hope that you will be willing to express yourself and trust that I am working to optimize the synergy of

* your development; and
* the creation of an excellent learning resource for future students.

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### Weekly Workload

Each week spend 3-4 hours (1 credit) or 6-7 hours (2 credits) working on this class. It is suggested that you designate scheduled work time for each class activity. Plan to spend approximately:

* 50% of your time working on your independent focus (2-4 hours depending on number of credits). The exception will be the first two weeks while you are doing more reading and journaling related to your role as a writer, reviewer, and educator;
* 30% of your time with assigned/chosen reading and journaling (1-2 hours depending on number of credits). For example, spend 45 minutes reading and then 15 minutes journaling. The first few weeks reading is assigned; after that you will concentrate on your chosen text or other materials related to power, privilege and oppression.
* 20% of your time in class preparation. (.5 - 1.5 hours depending on number of credits). Most weeks I will assign a section of our project to be reviewed by the entire class. For example, early in the term I will ask you to review my work thus far on the first two chapters. In class we will discuss those chapters from the perspective of reviewers/creators of the material. If nothing is assigned, decide what other aspects of your work in this class need the most attention from you.

### Learning Plan

All students will submit a learning plan for the term. In your plan you will identify the strengths, knowledge, and skills that you bring to this project. In addition you will identify the focus on your work for the term. For some of you, this will be a linear process and you may work on the same focus throughout the term. For others, the path may be more divergent and fluid, and the path may fork and bend in ways that we cannot predict just now. We will need all of this kind of thinking and work to make the project successful. I believe that it is best to start with a plan, and to know that you can alter that plan as you move through the work.

## Evaluation in HDFS 298

Students are expected to:

1. Attend and participate in class seminar sessions every week.
2. Practice the lifelong process of understanding power, privilege and difference by reading and journaling each week.
3. Sumit a learning contract. Aim high. Stay in touch with the instructor and adjust the contract as the term progresses.
4. Commit to the process of researching and creating equitable learning materials for HDFS 201 Contemporary Families in the United States.
   1. *Note: if for any reason you decide that you cannot or will not submit your materials to be published that will not be a factor in your grade. While the goal of this course is to create materials for public usage, it is understood that sometimes circumstances change. If this is the case for you, please let me know so that we can adjust your learning contract.*

## Campus Resources

Many resources such as the Library, Student Help Desk (for computers and software) Learning Center, the Writing Center, and Family Connections, are available to you as a student. They are all described on the LBCC website.

Of particular interest in this class are [the Library](http://library.linnbenton.edu/home) and [the Writing Center.](https://www.linnbenton.edu/current-students/study/learning-center/writing-assistance/) We will have support in this class from experts from both areas (researching, reading, and writing). But expect to use these resources outside of class as well. When you are engaged in independent and interdependent work it is critical that you ask for help from people who have expertise in needed areas to succeed.

Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Roadrunner Resource Center for support (resources@linnbenton.edu, or visit us on the web [www.linnbenton.edu/RRC](http://www.linnbenton.edu/RRC) under Student Support for Current Students). Our office can help students get connected to resources to help. Furthermore, please notify me (Liz) if you are comfortable in doing so. This will enable me to provide any resources that I may have.

Students who need accommodations due to documented disabilities, or who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor privately during the first week of class. If you believe you may need accommodations, but are not yet registered with **Center for Accessibility Resources (CFAR), go to** [**http://linnbenton.edu/cfar**](http://linnbenton.edu/cfar)for steps on how to apply for services or call 541-917-4789.

#### LBCC Comprehensive Statement of Nondiscrimination

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

# HDFS 298 Class Schedule

To be updated and revised throughout the term

**Note: You are part of an emergent project that by design contains some unpredictability. That unpredictability allows the Instructor, and the class, to create and guide the course to most effectively meet the desired result: excellent open educational resource for HDFS 201, Contemporary Families in the United States. This weekly schedule will be updated as the term progresses. Bookmark this link for the most up-to-date class schedule and assignments.**

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| Week | Themes | Reading 1 & 2 credits (due Tuesdays) | Work 1 & 2 credits (due Tuesdays) | Add’l Work 2 credits (due Tuesdays) |
| **1**  **6-12 JAN** | Introduction to text; pressbooks; Transitioning from consumer to educator/creator; Identifying interests |  | Review book selections. |  |
| **2**  **13-19 JAN** | Accessibility and Licensing: Michaela and Alexis  Log, shared documents, and journaling: Liz | Alexis’ hand out: [Understanding Open Educational Resources and Accessibility](https://docs.google.com/document/d/1Eq2SZu0vylbkcGkC4_18AutzupgcNfpNSMgLQ7Qlh34/edit?usp=sharing) and scan the associated links;  [Social Identity Theory](https://www.simplypsychology.org/social-identity-theory.html), Simply Psychology;  [A Narrative on Whiteness and Multicultural Education,](https://drive.google.com/file/d/0B3uFYRxCVRH7UDZtWUtuSGFKdTA/view?usp=sharing) Gorski | Read and review OER handout. Develop questions about copyright, creative commons, public domain, and anything related to finding and using materials for this project. Record in journal.  In journal, respond to prompt:  My role as a learner, creator, and educator.  Select privilege and power book (bring to class next week, being prepared to start reading by/before Week 3).  Submit [learning plan by Friday. Make a copy and edit in your Google Drive.](https://docs.google.com/document/d/1OmnUgz-FGHP2CEDJCNQsnq5ulXZyfyCypvs6zztRp-c/edit?usp=sharing) Share to Liz as a document (not .pdf) | Read introductory chapters in your assigned alternative “families textbook”.  Consider what you’ve read in the alternative textbook and what you remember from HDFS 201. In your journal, identify and discuss 4-5 threshold concepts that you consider critical to the HDFS 201 learning course outcomes. |
| Week | Themes | Reading 1 & 2 credits (due Tuesdays) | Work 1 & 2 credits (due Tuesdays) | Add’l Work 2 credits (due Tuesdays) |
| **3**  **20-26 JAN** | What do all families need?; Chapters One and Two | Review: [Social Construction of Difference](https://docs.google.com/document/d/1c1aI3QBrU1v0lRDzPvYguWZfHMZPYlCMcpsVc_UMlw4/edit?usp=sharing), Allan Johnson;  Read Liz’s handout on reviewing and providing feedback.  Read [Providing Feedback to Writers](https://writingcenter.gmu.edu/guides/providing-feedback-to-writers)  Read Introductory Chapters One and Two | Independent work on your focus; track work in log\* and shared documents with Liz | Read [Should Writers Use They Own English?](https://drive.google.com/file/d/0B05PTqQSjz1ga2NCc2J3ZTRpUWtYOXBHcGw3VVV0RHJPNmxZ/view?usp=sharing), Vershawn Ashanti Young  Journal about this reading. How did you feel while you were reading it? What is the author trying to say? How might it relate to this reading project?  **Journal/log check-in with Liz: Chris Wesley, Shonna, Kate, Ruta** |
| **4**  **27 JAN- 2 FEB** | Threshold concepts to DPD; Chapters One and Two (continued);  Food and Water | Read your chosen DPD text and record response in your journal  Read [Open Pedagogy and the Disposable Assignment, David Wiley blog, 10/21/2013 entry](https://opencontent.org/blog/archives/2975) | Independent work on your focus; track work in log and shared documents with Liz  **Journal/log check-in with Liz: Hannah, Alexis, Katie** | Conduct research related to assigned Introductory concepts |
| This next part of the schedule will be developed and more clearly articulated during Weeks 3-4 of Winter term. I expect that we will review various chapters each week (e.g. Justice, Art and Beauty, Health and Healthcare, etc. will be scheduled during weeks 5 to 10). | | | | |
| **5**  **3 -9 FEB** | Health/Housing chapters | Read your chosen DPD text and record response in your journal | Independent work on your focus; track work in log and shared documents with Liz  **Journal/log check-in with Liz: Nyssa, Amy, Carla** | Continued research/start writing or remixing identified introductory concepts. |
| Week | Themes | Reading 1 & 2 credits (due Tuesdays) | Work 1 & 2 credits (due Tuesdays) | Add’l Work 2 credits (due Tuesdays) |
| **6**  **10-16 FEB** | Art and Beauty/Justice chapters | Read your chosen DPD text and record response in your journal | Independent work on your focus; track work in log and shared documents with Liz | **Journal/log check-in with Liz: Chris, Wesley, Shonna, Kate, Ruta** |
| **7**  **17-23 FEB** |  | Read your chosen DPD text and record response in your journal | Independent work on your focus; track work in log and shared documents with Liz |  |
| **8**  **24 FEB- 1 MAR** | Power and Privilege as a writer | Read your chosen DPD text and record response in your journal | Independent work on your focus; track work in log and shared documents with Liz  **Journal/log check-in with Liz: TBD** |  |
| **9**  **2-8 MAR** |  | Read your chosen DPD text and record response in your journal | Independent work on your focus; track work in log and shared documents with Liz  **Journal/log check-in with Liz: TBD** |  |
| **10**  **9-15 MAR** |  | Read your chosen DPD text and record response in your journal | Independent work on your focus; track work in log and shared documents with Liz | **Journal/log check-in with Liz: Chris, Wesley, Shonna, Kate, Ruta** |
| **11** |  | Due Tuesday, March 17th at 9:00 a.m. | Electronic Portfolio: log, journal, summary reflection of your work; self-evaluation |  |

\*In log list # hours spent on each activity (e.g. reading, journaling, focused project work, preparing for class, etc.)