



Course Syllabus Teaching Life's Essentials – Tolerance

EDUO 9762 1 Graduate-level Credit/Unit

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Syllabus

Course Overview

Welcome to **EDUO 9762 – Teaching Life's Essentials – Tolerance**. This class was created as part of a seven course series entitled **Teaching Life's Essentials**. The other courses in the series are:

- **EDUO 9756 Happiness**
- **EDUO 9757 Compassion**
- **EDUO 9758 Curiosity**
- **EDUO 9759 Resilience**
- **EDUO 9760 Growth Mindset**
- **EDUO 9761 Inspiration**

Isn't it true that great teachers are born not made? We say "not at all". With the guidance of the courses in this series, you can take your teaching to a new level; one that brings the highest degree of satisfaction to yourself and your students. Great teachers are remembered not for the knowledge they impart but for the way they encourage and lift their students' achievement, not just in a subject, but in the important skills of living a fulfilling life. These skills of happiness, of inspiration, compassion, curiosity and resilience are essential for both the learner and the teacher. This course will bring research to inform along with techniques and activities to imbue your delivery of required curriculum with the essence of greatness- both yours and your students'.

This course demonstrates that tolerance can best be taught by bringing people together and having them work with each other. Since this isn't always possible, many materials and resources are presented to help teachers understand and promote fearlessly confronting intolerance, wherever it lies. Teachers are in one of the best places in society to foster tolerance.

Course Objectives

In this course participants will have an opportunity to:

1. Read and study given website resources that will help them teach tolerance.
2. Plan how to make use of teaching tolerance resources.
3. Bring students together by having them work with each.
4. Communicate with other teachers about teaching tolerance

Course Relation to Professional Standards

This course aligns to the National Board for Professional Teaching Standards

1. **TEACHERS ARE COMMITTED TO STUDENTS AND THEIR LEARNING.**
 - a) Teachers Recognize Individual Differences in Their Students and Adjust Their Practice Accordingly
 - b) Teachers treat students equitably
2. **TEACHERS KNOW THE SUBJECTS THEY TEACH AND HOW TO TEACH THOSE SUBJECTS TO STUDENTS.**
 - a) Teachers Command Specialized Knowledge of How to Convey a Subject to Students
 - b) Teachers Generate Multiple Paths to Knowledge

The course aligns with the National Student Standards

NL-Eng-K12.1 READING FOR PERSPECTIVE

- a) Students read a wide range of print and non-print texts to build an understanding of texts, themselves, and of the cultures of the US and the world...

NL-ENG-K12.2 UNDERSTANDING THE HUMAN EXPERIENCE

- a) Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of the human experience.

NL-ENG – K-12.9 MULTICULTURAL UNDERSTANDING

- a) Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Submit completed work to the corresponding Module Dropboxes in Moodle

Course Modules

Module 1: Bringing People Together		7 hours
Objective	Participants will: 1. Read and study given website resources that will help them teach tolerance.	
Materials	<ul style="list-style-type: none">• I am the Son of a Terrorist	
Assignments	Describe (without identifying any specifics) an incident in your life (either as a student or a teacher) where school intolerance occurred. This prejudice could have involved any aspect of the school. A1. Describe the incident You will return to the incident in A6, but for now view the Ted Talk above. A2. While engaging your heart and your mind, comment on this Ted Talk. Post this comment on the Forum.	
Material	<ul style="list-style-type: none">• How a White Supremacist Became a Civil Rights Activist	
Assignments	View the Magazine video above. Build empathy and tolerance by bringing people together by having them work with each other.	
Material	<ul style="list-style-type: none">• Teaching Tolerance Posters	
Assignments	A3. The web resource above has numerous pictures promoting tolerance. Choose one that you think would best illustrate the above statement from Yes Magazine's video about bringing people together and state why you chose that picture.	
Material	<ul style="list-style-type: none">• Teaching Tolerance Quotes	

Assignment	A4 The web resource above has numerous quotes about tolerance. Choose one that you think would be best to accompany the picture you chose in A3 and explain your decision.
Material	<ul style="list-style-type: none"> • Tolerance Lesson Plans
Assignment	<p>Check out the resource above</p> <p>A5. Choose one activity or lesson plan that would best accompany the pictures and quotes in A3 and A4. Explain</p>
Materials	<ul style="list-style-type: none"> • Strategies for Reducing Racial and Ethnic Prejudice: Essential Principles • Strategies • Strategies for Teaching Tolerance in Your Classroom
Assignment	<p>Look over the three teaching resources above on tolerance.</p> <p>A6. Now choose a strategy accompanied by an activity, picture and quote that you think would have had the best chance to eliminate or lessen the intolerant incident in A1. Explain</p>
Materials	<p>(required) Video of Children singing – “We are the World” We Are the World - Children (optional) You can also watch the original version of “We are the World” We are the World – Original Version</p>
Assignment	<p>A7. For your second Forum Post, view the video above and then comment on it as a summary to this section –</p> <p style="text-align: center;">Submit completed work to the corresponding Module Dropbox and Forum in Moodle</p>
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

Module 2: Teaching Tolerance		8 hours
Objective	Participants will: <ol style="list-style-type: none"> 1. Explore the Learning for Justice website 2. Locate resources to teach tolerance. 3. Write an article to other teachers about tolerance and racism. 	
Materials	<ul style="list-style-type: none"> • classroom resources Southern Poverty Law Center • Activities – Growing Together: For Children and Families Learning for Justice 	

	<ul style="list-style-type: none"> • Teaching Kits • Magazines • Professional Development - Educator Resources Southern Poverty Law Center
Assignments	<p>The Southern Poverty Law Center brings to the teacher: Learning for Justice</p> <p>Study the five resources above from the Learning for Justice program and then choose one aspect of each resource that intrigued you and tell why you chose it.</p> <p>B1. Resources B2. Activities B3. Teaching kits B4. Magazine archives B5. Professional development</p> <p>a list of books, videos, games, apps, speakers, field trips, etc. that could be used to help your grade level have discussions about race, religion, gender or other differences among people.</p> <p>B6. Share and comment on the Resource Share Blog. Submit completed work to the corresponding Module Dropbox and Forum in Moodle</p>
Materials	<ul style="list-style-type: none"> • White People, If You're Not Part of the Solution, You're Part of the Problem
Assignments	<p>After reading Karen Fleshmen's <i>Huffington Post</i> article that talks to other white people about tolerance and racism, write an article that talks to other teachers from you – another teacher. Your article can be much shorter</p> <p>B7. Forum Post – Write your article B8. Respond to any Forum Post by another teacher.</p>
Assessment	<p>The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS</p>

Course Assessment Rubric:

EXCELLENT	ACCEPTABLE	NOT ACCEPTABLE
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Meets or Exceeds Course Objectives: A to A-	Majority of Work Meets Course Objectives; B+ to B-	Needs Considerable Improvement: Resubmit Work C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
<p>Work submitted was organized and clearly articulated.</p> <p>The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.</p>	<p>Most work submitted was organized and clearly articulated.</p> <p>The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.</p>	<p>Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.</p>
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.